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School Republic

School City Helps



Wilson L. Gill.

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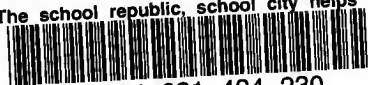
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THE PATRIOTIC LEAGUE.

15 South Seventh Street, Philadelphia.

The School Republic

School City Helps

For Teachers and Pupils

A System of Moral and Civic Training

BY

WILSON L. GILL, LL.B.,

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President of The National School City League

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A School City Talk With the Teacher.

The School City in Brief.

The School City is a tried and successful method of moral and civic training. It is not a "thing" which will "work" itself or which the children, unaided by the teachers, can use to advantage. It must be treated as mathematics or other school work.

The School City is true, faithful and kindly citizenship brought to the individual early enough in his life to enable him to incorporate it into his habits and character.

It is based on the spirit and plan of the Declaration of Independence and Constitution of the United States and the practice, rather than the mere knowledge of the Golden Rule.

To preaching and academic teaching of morals and civil government, is added, under instruction, daily and constant practice of the art of right living, including faithful citizenship.

Its plan is very elastic, being simple for those who wish to use but a few features. Other features may be added from time to time when wanted.

It educates in social relations.

It trains not by precept, but by action.

It educates by employing the normal and personal activities of the student for education.

It develops by imposing responsibility.

It systematically imposes responsibility which raises the individuals who accept it to a higher moral and civic plane.

It puts into the individual who is thus raised, the desire and ability to lift all his associates to the same level.

The School City, in large measure, replaces repression of wrong-doing by expression of that which is right.

There are no spies or monitors appointed by the teacher. In some School Cities there are no police, for every citizen is pledged to obey the laws and to insist that all the rest shall do the same. Where there are police, their chief function is to help those who need help and to make things go right; it is not to get people into trouble and make arrests.

It is an enlightened public opinion with power to stamp out all wrong-doing in a legal and orderly way, and to encourage right thought and action. It can easily make an end of hazing and all other forms of anarchy in schools and colleges.

It is the best means for securing obedience and for preparing children for self-government. Therefore it requires no special course of coercion or other preparatory training to precede it.

It does not detract a pupil's attention from his other school work, but on the contrary by improving his spirit increases his interest in his studies and all school affairs.

It takes nothing from the teachers' authority. It is an added authority under the guidance of the teachers.

It requires no time in addition to that ordinarily provided for moral and civic instruction.

In those schools where time is not already provided for moral and civic instruction, it is desirable that from one to two hours a week should be allotted to School City work.

It requires enthusiastic and judicious supervision. When it "spreads" without this, it is apt to be misunderstood, misused and the cause damaged.

In many cases the principal and teachers of a school, without asking any higher authority, can and do take up the School City method and experience nothing but pleasure and good results.

In many other cases, the principal and some if not all the teachers desiring to use the method, cannot do so without embarrassment and courting failure, unless they have a positive order from competent authority, which in those cases is very helpful and adds to the comfort of the work.

Many teachers not yet informed or even unfavorable to the use of the School City method, when required by undoubted and competent authority to use it, have become successful users of the method and thankful for it.

The responsibility in reference to this matter should be assumed by school boards, State legislatures and the United States Congress. Friends of the cause should work with this in view.

School City Points for Consideration.

FEAR TO LAUNCH AWAY

A letter has just come to me from the teachers in a school in the Northwest who have read the literature of the School City. The writer says: "We are exceedingly interested in the plan, but we 'linger tremblingly on the brink and fear to launch away.'"

My reply is, since you and the other teachers of your school are anxious to serve the welfare of our country and of the individual children of your charge, I think all fear will disappear when the following points become clear to you:

SCHOOL CITY AS SIMPLE AS KINDERGARTEN

The School City plan is as simple and easy as a set of kindergarten games, which are commonly used by children from three to six years of age. Whatever apparent complications there are, they are useful for the same and other reasons that a variety of games is more useful in a kindergarten than just one game alone would be. The School City, however, should not be considered a game, except as life in general may be so considered.

Any hints and suggestions that are at all comprehensive are necessarily so voluminous, that the impression is almost sure to be given, and in the case of the School City falsely, that the system is difficult because of its seeming complexity.

WHAT "IT DOES" AND WHAT THE TEACHER DOES

Failure or success in the use of any good method depends upon the spirit and skill with which it is used. It is convenient to say "It does" thus and so, but we must interpret that expression as meaning, "The teacher using the method with such intelligence, tact, enthusiasm and persistence as is necessary for good results in any school work accomplishes the result described."

SELF-GOVERNMENT UNDER INSTRUCTION

The School City is pupil-self-government under instruction. It is a method of moral and civic training. The pupils are led

by their teachers to govern their own school community, and to perform the duties of active citizenship, intelligently and faithfully.

PRACTICE AS WELL AS PRECEPT

The School City is a simple method of teaching the practice, as well as the precepts of morality and citizenship. It gives citizenship to an individual at a time in his life when it is practicable to guide him in it and help him to form the habit of thinking and acting correctly in regard to his fellows and the community in which he lives.

USE AND MISUSE

The School City method and plan have been used long enough to produce many thoroughly successful examples, and what is of considerable importance, some examples of misuse which furnish valuable suggestions of things to be avoided. Let us avail ourselves of both.

CITIZENSHIP AN ART AS WELL AS SCIENCE

The duties of citizenship are so simple, easy, few and far between where citizens in general are faithful, that statesmen and scholars have failed to recognize that

The habit of forming the few duties of citizenship is an art, and must be learned as other practical arts, by a long apprenticeship under competent instruction. Conducted with the right spirit, this is both simple and easy and a joy to all concerned, but the right habits of life cannot be formed except by long practice.

INDUSTRIAL REVOLUTION—Social, Political, Educational

Since the development of great factories and other establishments which separate boys and girls from their parents during the character forming period of their lives, successful civic apprenticeship can be carried on in the schools and nowhere else so well, if at all.

SCHOOL CITY EXPERIMENTAL STAGE PAST

The School City method of moral and civic apprenticeship was developed, tested, found to be in accord with human and especially child nature, economical in the use of time and energy, successful for its purpose and the experimental stage past in 1897.

METHOD ALL RIGHT—Application Depends on Teacher

Since that time, in schools in which proper provision has been made for time and authoritative supervision, it is self-evident and admits of no argument, that the degree of its success depends not upon the age, race, nationality, class or condition of the pupils, but upon the attitude, intelligence, skill and diligence of the teachers who use it.

SCHOOL CITY PLAN—Training in Democracy

In the School City every pupil is an apprentice citizen, being trained to high and conscientious efficiency in a true democracy. The citizens, under a charter granted by the Board of Education or other authority, make their own laws, elect their own mayor, members of their city council or legislative body and judge, and preserve order, kindly relations and good conduct by their own choice and action. No other "machinery" is necessary. Other offices may be added when wanted, such as clerk of court, sheriff, city clerk and treasurer. Administrative departments may be added when wanted, such as health, games, fire, parks, police, military, etc. Grown people and children alike do not know how to do these things except as they are taught. The individual is taught to think and act independently and in co-operation for his own welfare and that of the community. Liberty, not license, is developed.

SIMPLE AS OTHER KINDERGARTEN WORK

The School City for little children is not more complicated or difficult than other kindergarten work. For older children the plan is more developed, according to the capacity of the teachers and children and the particular circumstances of the school and community.

TIME REQUIRED

Its influence is constant. It does not necessarily interfere with recitation time. In the aggregate, an hour a month for citizens and an hour a week for officers is all the time that must be given specially to it. More time may be used with advantage. From one to two hours a week ought to be appropriated for this moral and civic training.

SCHOOL GOVERNMENT—"Discipline"

Incidentally good order is maintained without effort, but when this is the object, and not humane and patriotic service,

neither will be attained. School government, or as it is improperly called, "discipline," has been a process of repression to keep the children quiet and in order.

TEACHER'S AUTHORITY UNCHANGED

The teacher's authority to deal with whatever may arise in the school, is not interfered with in the slightest. The children are told that if they accept the privileges and responsibilities of American citizenship and if of their own free will they will maintain such order as the people require shall be preserved in every school, the teachers will do all they can to advise and help them understand how to make their government a success, but when they are unable as citizens to preserve order, the teachers must act as before. The teacher, if skilful, seldom if ever is compelled to use arbitrary power.

TEACHER HELPS TO INDEPENDENCE

In teaching mathematics you help your pupils to reason correctly and to solve the problems, but you insist on independent thought and results at the earliest moment. You must treat the children's solving of the problems of daily life, or in other words, of moral and civic training or the School City, in the same way.

THE PLAN IS ELASTIC—Essentials

Great latitude may be allowed in the details. It is not necessary to do anything in connection with the republic "just thus and so." These are the essentials: that the spirit of kindness, justice and respect for others' rights and self-respect are maintained; that equal rights for all are preserved; that the legislative, executive and judicial branches of government are kept separate; and that no person is allowed to hold more than one office at one time.

COMMON SENSE

Add to this, ordinary common sense and a little tact, and remember that the teachers are not citizens, or officers in the School City, but are instructors in this as in other branches of the work, and that the pupils are apprentices in the art of right living, including faithful, kindly citizenship.

SMALL ERRORS

The teachers may make many small errors in this work without fatally injuring it, and a moderate amount of skill will bring large returns from normal children.

ENTHUSIASM

Keep this well in mind; enthusiasm is necessary for any work, but especially for any so purely of the spirit as this is, and the children are wholly dependent upon their teachers for inspiration and the power to maintain their interest. Any such remark as, "The children after a time lose their interest or become tired of it," simply means that the teacher has ceased to take such a part in reference to this work as is necessary in the teaching of arithmetic or grammar to prevent the children's becoming tired of those studies.

PUNISHMENTS

The School City method is not one of punishments. I do not attempt to introduce a new system of punishments, but as rapidly as possible reduce the necessity for resorting to such punishments as have been customary in the schools. If a wrong is committed, either in or out of the presence of the teacher, he is as much at liberty as before the introduction of the School City, to deal with the case as may seem best under the circumstances. If he has gotten the method well in hand, and has a little tact, most cases, unless they are too trivial, he will refer to the School City Court. The School City judge is apt to follow, in matters of punishment, the ordinary practice of the teacher. Sometimes the children invent punishments especially suited to the case. No judgment is carried out, except it has the approval of the principal or teacher representing him. If the teachers will be good enough to write me, describing punishments that have proven to be satisfactory, and also ways by which in individual cases they have been able to avoid the necessity of punishing, I will endeavor to inform others using the School City method.

LOVE VS. PHYSICAL FORCE

It is better to win the love of a child and thus accomplish your object, than to break his spirit or otherwise force him into subjection. If in the case of a particular child a teacher is unable to win his affections, and cannot by the School City process accomplish what is needed, he must use his old method

or whatever may seem to him best, under the circumstances. If there is another school in reach, it is probable that it will be wise to let some other teacher try him. Many times the pupil exhibits to the new teacher a side of his character by which he may be successfully approached.

THE INDIVIDUAL CHILD

The School City furnishes the teacher a systematic means for getting at a large number of the pupils, and eventually every one, individually and separately, as a special advisor and friend, which is of exceeding great advantage to both the pupil and the teacher. This advantage should be sought for and cultivated with the greatest interest and care. Such individual work and sympathy will many times reach the heart of a child and completely win him when other ordinary means have proven unsuccessful.

THE SLOW BUT SURE CHILD

Many a time you will find that you can depend on the slow child better than upon the quickest and brightest to aid you in working out your School City problems. It is your own personal contact and sympathy which counts most with these and all the other children. Each one needs some specific teaching and encouragement. Of course this requires more care and thought than the ordinary wholesale treatment of children, but it is this kind of treatment that helps a child to mark happy epochs in the building of his life's character and history.

REPUBLICAN "MACHINERY" WITHOUT THE SPIRIT OF DEMOCRACY

Americans of the present generation have witnessed in the conduct of their own city governments, that very bad tyranny may be imposed by means of the machinery of a republic. Such machinery in a school is positively harmful unless the teachers and pupils are actuated by the true spirit of democracy, which cannot be maintained except by the "eternal vigilance" of the teacher, such as in all ages "is the price of liberty." Not only is it necessary that the teacher should be vigilant, but he should train the pupils in vigilance.

SCHOOL CITY SPIRIT

The spirit of the Declaration of Independence and Constitution of the United States, which is that of the Golden Rule,

is the spirit of the School City. The School City is not so much a matter of curriculum as of spirit, of school management and treatment of the pupils, by which they are taught or led as independent citizens of a democratic republic to do right because they understand and of their own volition choose the right, instead of being directed or driven as the subjects of a beneficent or evil tyranny. Kindly leading replaces coercion; the teacher helps the child to cultivate a good conscience and to be governed by it, rather than by the teacher's conscience, however enforced. In other words, the child is taught how to recognize the right, to decide positively in favor of it and to govern his actions accordingly. Ordinary education aims to teach one to see and to think correctly, but it goes no further. This incomplete process leads to apathy in moral and civic matters. The School City method carries the process of the schools to the conclusion of a wise and just decision and a resolute and prompt execution. The old method appeals to punishments, fear and selfishness, the new to the highest sentiments. The positive, visible good things accomplished by the young citizens, from the very first day, give encouragement and happiness to them and all concerned. The old method tends toward moral and civic decadence, as is revealed in the present civic conditions in the municipalities of our country. The new method leads directly into moral and civic righteousness and activity.

THE COURT

Some persons protest that "children are not judicial," and so they are not, and never, even when grown, become such except they learn to be by some process. Large numbers of cases have proven that children, even very young ones, can be and are easily trained in the School City to be judicial. This, as well as every other feature of moral and civic training must be a matter of instruction by a teacher. This is very simple in the practice of the School City Court.

It is not well to encourage the children to bring trivial things before the court. If a child has committed a wrong he should be encouraged to plead guilty. If it is his first offense, unless there is something extraordinary in the case, it is good practice, on his promise to try not to do it again, to suspend judgment. Of course he should never be spoken to or of as the "prisoner," "culprit," or "criminal," but as the "defendant." If he pleads guilty there is no use for witnesses, and

if he did the wrong, he will generally, if encouraged, plead the truth. It is best as a general thing not to encourage publicity of the court proceedings. Hold the wrong, but not the wrong-doer up to disapprobation or even scorn. However, teachers very properly some times think best to have a particular case tried before the whole school, both for moral reasons and civic instruction. Of course, a session of the court should never be held without the presence of a teacher to advise and approve. No decision of a child judge is carried into execution before it is approved by the teacher. In some schools the charter provides that the teacher or principal shall constitute a supreme court to whom all decisions of the School City court may be appealed.

CONSTITUTIONS, CHARTERS, LAWS

Constitutions are made by people who are not under authority and are free to legislate for themselves. A charter is given by a government, permitting people who are subject to it to govern themselves within limits which it defines. Under a constitution the acts of the legislature are called laws; under a charter, ordinances; and the acts of commercial and some other corporations and societies, are ordinarily called resolutions. These are all laws for those who must be governed by them. Pupils of a school as such can not properly make a constitution, but may organize a government under a charter granted by the principal, school board or State legislature, or as in the case of the schools of Cuba, some other authority. There, the U. S. Military Government, with absolute authority, issued the School City charter which I prepared for the purpose.

THE CHARTER

The charter which I have furnished in this book, can of course be adapted to any special State or circumstances. At the same time it is in accord with the spirit and plan indicated by the Declaration of Independence and Constitution of the United States and it is typical of good American municipal government. For this reason I advise you not to change it, till you have had at least a year's experience with it. Some persons feel that it is beneath their dignity to accept such a paper without first changing it, but generally I have found that to be an indication of the kind of ignorance which leads "fools to enter where angels fear to tread."

The School City Charter is a law, with the same necessity to be observed as any other law or directions issued by the same legislature or other authority. In it the instructors as well as pupils should find the orderly and legal way of performing their duties in relation to the School City.

In printing the charter again, I should use the statement of the "Objects of the School City" on page 69 as Article I of the charter, and I should incorporate the "Principles of Citizenship," on page 70 in Article VII, page 72.

NORMAL SCHOOLS

Teaching children to solve the practical problems of daily life is more delicate and a thousand times more important than teaching mathematics. Of course normal students ought to have all the training possible in this, and the School City furnishes the means.

BADGES

Badges are sure to be used. I avoided the introduction of badges, but the children themselves will construct them if they cannot get them otherwise. I am inclined to think that the better and more substantial the badges, the better will be their influence. I have designed some simple badges which may be had through the Patriotic League, 15 South Seventh street, Philadelphia.

KEEP IN TOUCH

If those who use the method will keep in communication with me, it is quite possible that I can be of use to them, by now and then making a helpful suggestion. I shall be glad to have letters from teachers four times a year, or preferably once a month, if they will use some little form of report which can be made without much writing. I shall be exceedingly glad to have accounts of incidents which have arisen or may arise, which illustrate how individual children have been helped by the use of the School City method, or by advising and leading them, rather than authoritatively directing them.

The following form for a report has already proved to be useful:

REPORT BLANK—Back page

Name of this School Republic.....
 Is it a School City? a School Town? a School State?.....
 Names of teachers in charge of departments:
 In general charge?.....Health dep't?.....
 Legislative?..... dep't?.....
 Executive? dep't?.....
 Judicial? dep't?.....
 How many rooms of children are there in the school?.....
 Approximately how many children?.....Boys?.....Girls?.....
 How many grades?.....What grades?.....to.....inclusive.
 How many School Republics are in this building?.....
 When was this School Republic organized?.....
 What grades has this School Republic?.....to.....inclusive.
 Are the children white or colored?.....
 If of foreign parentage, what nationalities predominate?.....
 When are sessions of court held?.....
 When are meetings of legislative body held?.....
 What new work has been undertaken?.....

Add paper if there is not enough room on this.

Other information:

Send the original of this report to the person who supervises
 School Republics. Keep a copy in the school for reference.
 Send a copy to Wilson L. Gill if you have not a supervisor of
 moral and civic training.

The object of this report is to assist in analyzing the conditions
 with which the School Republic has to deal, to indicate
 changes in these conditions and to show where special atten-
 tion is needed.

An account of incidents illustrating good results of the method
 with individuals or the whole school is not necessary, but
 will add to the value of the report.

The School Republic may be a School Town, School City, or
 several of these may be joined in a School State and several
 of these in a School National Government.

Copies of this blank will be sent post paid for 10 cents a dozen,
 or 30 cents a hundred, by The Patriotic League, 15 South
 Seventh street, Philadelphia.

Misconceptions

"MODIFICATION OF THE SCHOOL CITY"

As frequently used, this is a misnomer and is misleading. Any school government that in spirit and plan is in harmony with the Declaration of Independence and the Constitution of the United States, is a form of the School City, but not a "modification" of it. There are School Towns, School Cities, School States, and there may be School National Governments, all of which are forms of the School City or Republic, but any modification or departure from the spirit or plan of these historic documents vitiates its value for civic instruction and then it may be a "modification of the School City."

TOO COMPLICATED

People without successful or any experience with the School City who are inclined to cavil and set up theories as opposed to well attested facts, and there are some such, make such errors as the following:

The children, or part of them, of a school may elect one or two from each room to represent them; to these representatives are given all the powers of government, legislative, executive and judicial. This, the careless thinker says is less complicated than to give the executive power to one pupil or party of pupils, the legislative to another and the judicial to a third. It may be slightly less complicated on paper or for the teacher, but it is more complicated for the children. In fact, however, the difference in complication is so slight that you might as well argue about whether it is best to break the big or the little end of an egg. If one teaches correct civics and the other incorrect, the difference is serious and worthy of consideration.

MONITORS

The School City has no relation to the monitorial system. Monitors are spies to extend the monarchical or dictatorial authority of the teacher. On the other hand, officers in the school republic are elected by the pupil citizens to enforce their own laws, which give expression to the best sentiment and the civic conscience of the school.

"CHILDREN ARE NOT JUDICIAL"

No person is judicial till he learns to be, and a child can be taught this the same as other things. We know this by large experience. See the paragraph on "The Court."

"BOSSSED"

"I don't want my child bossed by another child." In a properly conducted School City there is no "bossing." If a child persists in breaking a law which he has helped to make, it is right that his fellow citizens of the school should take legal and orderly steps to prevent his further interference with their rights. If he appears before the school court, it is in the presence of the teacher who is giving instructions in these matters and corrects unjust judgment as he would correct any other error in the school work. Most offenses of school children are not in the presence of a teacher, and if abated, must of necessity be through the instrumentality of the children themselves and the development of a better spirit. This is easily accomplished by the School City method, which always appeals to one's better self.

TATTLING

Tattling and other disagreeable practices may develop in any school, but the teacher can with a little tact check, by means of the School City method, all such things. The teacher ought to show the children the difference between the tattling of a busybody and the giving of such information of wrongdoing as will enable the authorities to enforce the laws of the democracy. Our institutions demand the latter, and in that light the person who conceals the wrong is a party to it and is, to use terms so harsh that they may not be misunderstood, a traitor, to that extent, to our country. Our schools and colleges failing to take cognizance of this matter have permitted if not directly encouraged such disloyalty to our democratic institutions and the cause of honesty, morality and decency in general. Our educational institutions can easily rectify this wrong by means of the School City method.

PREPARATION FOR SELF-GOVERNMENT

I have heard a very intelligent and prominent school master, who has made a great success of his School City, remark: "I worked four years to prepare my school for self-government before introducing the School City." His pupils lost four good years of the purifying, life-giving spirit of a righteous democ-

rary. In those four years some hundreds of children graduated from his school without ever having come in contact with any government except that of a tyrannical monarchy, however kindly it may have been, and they did not learn to govern themselves, even if there was an outward show of obedience to their teachers. A broken and cowed spirit is not the best material for a live and valuable democracy. The School City itself is the best means for preparing for self-government.

ON TRIAL—THE SCHOOL CITY OR THE TEACHER?

The School City method of character building has been proven in so many schools to be correct, not only in theory but in practice and results, that when it is introduced into any school hereafter, the test that follows will not be of the efficacy of the method, but of the intelligence, enthusiasm, tact and perseverance of the person or persons using it. If the children's interest wanes, it is because the teacher's interest has already waned. If any wrong appears, it comes to the surface at once and the method provides the means for checking it instantly. Should it continue and develop, it discloses the fact that the teacher is not using such intelligence and diligence as is necessary for good results in teaching mathematics or any other subject in the school. This feature is of great value to a teacher who is not thoroughly successful, but is desirous of finding what his weak point is, that he may correct it.

On the other hand, the citizens of a successful School City will be a living monument to the worth of their teacher, one which even the most careless observers will notice and appreciate. In the words of Rev. Thomas R. Slicer, of New York City, "It is an easy and effective test of the capacity, flexibility and real human interest of a teacher. The rule-of-thumb teachers 'do not want it,' but the teacher of that type is not himself wanted. The task-master still exists here and there, but he becomes more and more rare, while the guide and friend is increasing. This is the type sought for by those who commit their children to the teacher's care."

Peace and good will to all mankind, and a higher and happier civilization are coming, and the children are the ones, led by good teachers, who can and who will usher in the better times for all humanity.

Germantown, Philadelphia,

WILSON L. GILL.

The School City

MORAL AND CIVIC TRAINING

CHAPTER I

Directions for Teachers

It is absolutely necessary to the full success of the School City method of moral and civic instruction and practical training, that the teachers shall fully understand and appreciate the following facts and that they shall faithfully, lovingly, enthusiastically and persistently shape their actions, day by day in accord therewith. First of all, it is not a machine for the children, unassisted, to operate. As such it would fail. It is a method for the use of teachers. As such it has proved to be in accord with nature, and a practical success.

Object of Public Schools

The one great object of the public schools of any country is to prepare all the people of the land, while they are children, to be good, faithful and prosperous citizens, to be respectful and obedient to established law and authority whether in the home, school or nation and to be protectors of the government and all its best interests.

A republic, to be strong, honest, just, kind and in all ways successful and happy, must depend on the strength, honesty, industry, justice, happiness and general success of the individual citizens of the republic. Therefore if we are to have a perfect republic, each individual child who is to be a part of the repub-

lic must be so trained by his parents and public school teachers, that his character may be such as it is desirable for the character of the nation to be.

Good Character

The formation of good character is or should be the first object of the schools. If all the men, women and children of the nation possess good character, are honest, truthful, industrious, frugal, observe the Golden Rule, cooperate for the general good and are happy, the great object of education will have been secured. School men in general have ignored this fact and acted on the false idea that the main object of public education is to brighten the intellect and store the memory with a mass of information. Contrary to this we should desire that the children shall be made not only bright, but with strong nerves and strong bodies, mentally, morally and physically healthy, self-supporting, and though independent in character, thoroughly accustomed to cooperate for the good of all.

Enemy of the People and Traitor to the Republic

On the other hand, if the individual's character is bad, if he is untruthful and tends towards deception in school or dishonesty in any of his dealings, and does not care for the welfare of all other persons, it is bad judgment to sharpen his wits by mathematics or by any other means. If the individual is selfish and willing to take a mean advantage of another person in trade or in any dealings, and if by schooling you make him sharp, then, unless at the same time you train him to be honest and kind, you do so to the injury of the community and to the filling of the jails,

and ignorantly or by criminal neglect you are acting the part of an enemy to the people and traitor to the Republic.

Duty of Teachers to Build Good Characters

In view of this fact every public school teacher should keep constantly in mind that every circumstance in the day must be used as far as possible to help build up and strengthen the good character of the children, and to purge them of all wrong ideas, habits and influences.

Order and Obedience — Failure of Monarchical Method

Order in the school must be preserved and the children must be truthful, honest, industrious, kind to one another and obedient to authority. Endeavors to force the children to keep order and to do right are seldom, if ever, fully successful. Sometimes, if not generally, these endeavors produce the spirit of rebellion and anarchy, and however little it may come to open demonstrations, the child's character and the character of the nation is injured. Ordinarily, to protect himself and his fellows from the teacher, the pupil is led to deceive, lie, and to feel that law and order are oppressive and opposed to his happiness. He is quite willing to break the rules or laws of the school, if the teacher does not find it out, and he is willing to conceal from the teacher the wrongdoing of the other pupils. Years of this kind of training in school, prepare him when a man to be a member of a mob which is acting in violation of the law, to witness dishonesty and the robbing of the people without protest, if not himself performing the wrong acts. In other words, the endeavors of the schools *force* the

children by the monarchical method to keep order and do right tend to lower the moral and civic plane of the people.

Order and Obedience. — Successful School City Method

Under these circumstances what can be done to to get good results without bad? The answer is, that you can cultivate the child's conscience, and lead him, so that he will do right because he wants to do right and he will endeavor to prevent other pupils' doing wrong, because he realizes that it is his interest to do so and his right and duty also. The School City is a method to enable the teacher to lead the children, instead of driving them, and to induce them to cultivate their consciences to make honest, generous, wise and fearless decisions, and to act conscientiously instead of by compulsion of the teacher's wish or command. This kind of training will help to make good citizens and a strong republic.

Study the School City Charter. — Citizens of the School City are citizens of the Republic

The teacher should read carefully the School City Charter with its appendices, and should induce every pupil to read and understand it. The teacher should notice and impress upon the pupils, the fact, that by the granting of this Charter, the children, however young, are made true and actual citizens of the School City, with rights and duties within their sphere, similar to those which their fathers have; that upon girls as well as boys these rights and duties are conferred; that while boys and girls appreciate their citizenship and worthily perform their duties and exercise their rights as such they will be serving the highest wel-

fare of their country, but those boys and girls who are citizens of the School City, who fail to be good citizens are liable to be deprived of their citizenship, either by the other citizens of the School City, or the principal of the school, who is the representative of the State to see that order is preserved and that children are led to be intelligent and faithful citizens. The teacher should bear in mind, however, that his skill will be exhibited by his success in leading the children, especially bad ones, to be law-abiding citizens, rather than to deprive anyone of his citizenship.

Impress the Charter and Moral and Civic Truths by means of Reading, Writing and Language Lessons.

As far as the teacher can make it practicable to do so, it is desirable that passages from the Charter and appendices shall be written on the blackboard and used for copies in writing exercises and for lessons in English. While every part of the Charter may be used for these purposes, certain parts are especially well adapted, such as the "Object of the School City," and the "Principles of Citizenship," and in the appendices "The Young Citizen's Pledge," "Resolutions for Young Citizens," and the "Bill of Rights." The laws which are enacted by the City Council or by the citizens directly by means of the "initiative" should be treated in the same way and every pupil should make and preserve a copy of these laws.

Foundation Principle of Popular Government

As the Golden Rule is the logical and necessary foundation principle of every successful republic, and

as the School City is built upon it, the first law which the children enact should embody it and every effort should be made to have them understand the philosophy of it and its practical necessity, where best results are to be obtained in human transactions. These efforts should be made all through the year.

You can Lead when you cannot Drive Successfully.

Keep in mind this fact of human nature. While it is difficult and sometimes impossible to drive children to do right, it is generally easy to lead them to do whatever seems right to you. When they accept your suggestions and act accordingly, they have made it their own thought and action, and the matter should be so considered and treated.

“Those who are compelled by us, hate us, as if despoiled of something; while those who are persuaded by us, love us, as if they had received a favor.”
(XENOPHON.)

Principal Present at Sessions of the Court

The principal ought to be present when the court is in session and give such hints and helps to a wise decision of the court as will insure careful thought on the part of the judge and a just conclusion. In a court conducted by men, the judge consults authorities, such as the printed decisions of other judges in similar cases. In all cases, however, it is best for the principal or teacher to use tact in giving advice, so that it shall seem to the pupils as if it were really advice and not a command. Lead them to think.

Lead not by Command, but by Friendly Counsel.

As far as possible the principal and teachers should maintain the relation to the pupils of friends and helpers, rather than that of masters to command. If one

pupil has done wrong, endeavor to have his case justly attended to by the School City authorities, rather than take the matter into your own hands. There may be times when the teacher may feel forced to do the latter, but even at such times the pedagogical skill of the teacher will be best shown by his procuring order and justice through the action of the pupil authorities. Let this fact be kept in mind: the principal and teachers are officers of the State, appointed to keep order in certain communities of young people whom it is their business to help to be happy, healthy, intelligent, industrious and faithful citizens of the State.

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CHAPTER II

Suggestions for the Organizer

Get the Pupils to Answer Heartily.

In organizing a School City, read the directions or "Address to the Pupils," which I have written, slowly enough and distinctly, so that every pupil may hear and understand every word, or make an address of your own, and keep in mind the fact that you must arouse their enthusiasm and furnish them good reason for it.

Get the children to answer the very first question, and secure their answers and cooperation all the way through. Encourage them to applaud and when they do, give them reasonable liberty before checking them. It is good for them to use their hands and lungs once in a while. By this means their enthusiasm may be aroused, their interest engaged and their intelligence quickened.

Don't let things Drag

Let everything be done as promptly as possible. Do not let one half minute be lost. It will take about one hour to organize if everything is done most promptly. That is too long to keep pupils standing. In most schools there are not enough seats for all to sit in one room, and some must stand. If practicable, after the first half hour, have those who have been sitting, or some of them, go out of the room. Let those who were standing take the vacant seats and then have the others return and stand.

Keep your Voice Up. Take Nothing for Granted.

When a candidate is to be voted for, or any question is to be decided by vote, place the matter before the pupils in such a strong, loud, distinct voice that every one, even the most remote shall clearly understand. When you call for the opposition vote, and this must be done every time, do not let your voice fall, taking it for granted that all understand. Keep your voice up, full of force. Without exception, every time a vote is taken by raising right hands, use all the words needed to direct them to vote, never once omitting to say with emphasis, "raise your hands." This is not alone that all shall understand, but principally for the moral effect. An organizer with a weak voice is at a bad disadvantage, and must try to make up for it by a greater amount of fire, force and enthusiasm. Good citizenship among grown people, as well as children, is dependent upon good sentiment and enthusiasm. You cannot convey these with a weak, uninterested voice. You must stand where ALL can see you. You must not forget this, as most do who

have to stand in a door-way, part of the audience being in one room, and the rest in another.

Save Time

To save time, vote by raising the right hands. Do not let things drag. Go from one thing to another without losing an instant. This is purposely repeated, as much experience shows the necessity of strong emphasis on this point.

You must use Gumption — Directions are Not Enough.

In organizing a School City or anything else, the organizer must use his ingenuity and the best tact he can command, as the circumstances can never be exactly the same in two different cases. When all the children can be assembled without discomfort, it will save time to get them together. When all can sit, it is best to have them do so. Sometimes two can sit in one seat for an hour, without feeling badly crowded. Many school cities have been successfully organized with the pupils standing in the yard. It would be impossible to make these directions so full as to provide for every contingency which might arise. The best that can be done is to block the work out roughly.

Number and Age of Pupils in a School City.

If there are from five hundred to two or three thousand children in one school, it may be better to divide them into two or more School Cities, each one having from two or three hundred to four or five hundred citizens, the younger children in one, the elder ones in another. The first School City consisted of eleven hundred Russian Jews, from five to fifteen years of

age and was thoroughly successful. Some School Cities have only twenty or thirty children, and are just as successful. In other words the School City is a convenient way of kindly and thoughtfully leading and teaching the children some things which the public welfare as well as that of the children themselves require instead of driving them in the ordinary way, which, from the very nature of a child, can never be entirely successful in producing the greatest good. The principles involved are as applicable to the training of one child as a thousand. No school is too large for it, and no school is too small; no pupils are too young for it and no students are too old.

Political Methods of Men, and of the School City

While it may be possible and desirable in some schools to follow the exact methods and forms used by the politicians of the city in which it is situated, this is generally impracticable, but it is desirable to do so to whatever extent it may be practicable, for the double purpose of teaching those forms, and of giving the greater interest that comes from imitating the men. Some practice among men may be so bad as to make it desirable to teach the children a better one with the view to have it replace the bad one among the men.

Primary Meetings

Caucuses or primary meetings are in use throughout the United States. However good they may have been in times long ago, now, with possible exceptions, they do not serve their original purpose, but have degenerated into instruments of tyranny in the hands of corrupt political bosses. For this reason it seems best

to get rid of them as soon as possible, and replace them with nominations by petition or any other means which will induce intelligent as well as other people to give attention to their political duties, and to both have and express judgment in the choice of candidates. Until this is accomplished, it seems best to train children to use the primaries as they were intended to be used and also to teach better ways and accustom them to the better practices. To accomplish both, I have had some school cities use primaries half of each year, and petitions the other half. Until supervisors of moral and civic training are appointed to take charge of such matters every principal will have to exercise his own judgment in reference to them.

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CHAPTER III

Steps to be Taken in Organizing

Avoid addresses by distinguished visitors till the organization is completed. If you have visitors you may tell the pupils who they are, and say you hope they will say a word of encouragement before they leave.

1. Explain the matter to the teachers and pupils, by means of an "Address to the Pupils."

2. Nominate 11 candidates for members of the City Council, unless there are only two or three rooms in the School, in which case nominate 5, 7, or 9, according to circumstances.

If there are five rooms, have the one with oldest pupils nominate three candidates, and each other room two candidates. Do not single out one pupil

and ask him to name some one, unless you are driven to do it, to start the wheels going, but endeavor to get them to do it spontaneously. As soon as a pupil has given the name of another one, ask those of his class who believe he will make a good member of the Council to hold up their right hands, and if there are nine who support the nomination that way, write the candidate's name on the blackboard and have them nominate all the rest in the same way. If there are not nine hands held up, you must drop the name and ask for another. If the classes are very small and you see that it is impossible to get nine in a class to support any nomination, you must reduce the requisite number to seven or five or whatever may seem necessary.

3. Elect 11 members of the City Council, unless there are only two or three rooms. When a candidate is to be voted for, he should go out of the room till after the voting for and against him. Only one pupil is out of the room for this purpose, at one time. This is so that he shall not see who votes for or against him, and that the pupils will be free to act without offending him. Explain this to the pupils. Introduce the Council when elected to the citizens, who may clap their hands if they wish. Tell them this.

4. The first meeting of the Council should be in the presence of all the citizens. The City Council elects a Mayor, Judge, Clerk of the Court, Sheriff, City Attorney, President of the Council, a City Clerk, and a Treasurer. This order is adopted, as the pupils are apt, at this early stage to choose the most competent one for the first office they have to fill.

The organizer must preside at this meeting, until a

president of the Council is elected and may do so, if he thinks best, to hasten the work, to the end. The members may stand close to one another in a circular group, two deep, if there are eleven members, in front of the school. The organizer may then say to them: "You must now choose some pupil to be the mayor. You must not choose any one, to be an officer, just because you like him, (or her), but only because you think he (or she) is the best one in the school for the place." Generally, the first pupil nominated and elected to be a member of the City Council is the most competent one of the school, and is recognized as such by all. For that reason it is best to give the members a chance to nominate and elect him to be Mayor. Do not address your remarks especially to him. They may hesitate to make nominations and you may see that it is best to ask one to name some other one. Then ask all, if there is another of them who thinks the one named is the best one to be mayor. If there is another you must put it to vote. Tell those who are in favor of this candidate (naming him and pointing him out, in case of very little children) to raise their right hands. If a majority raise their hands, he is elected, and may be at once introduced to the school as their mayor. Encourage the pupils to receive him heartily and to clap their hands, and him to thank them for their kindness. If the first one nominated is not elected, there must be another nominated. If two or more are nominated at one time, the members must decide which one is wanted by taking a vote, by raising right hands, for one and then another, till the matter is settled.

The mayor elect is a member ex-officio of the Council, and may speak in its meetings and suggest candidates for the various offices but he has no vote in the Council. The other officers, except the City Clerk, have no part in the Council proceedings, but if one of them, for instance, the Judge, should make a good suggestion, I would not check him abruptly, if at all, but when the election of officers is completed, I should make it clear to them, that they are not members of the Council, ex-officio, as the Mayor is.

When the officers are all elected, have the members of the Council go back to their seats.

After the election of each officer by the Council, ask him to come to you, and introduce him to the school. Unless you should think of a happier way, you can use some such words as these:

“Citizens, I take pleasure in introducing to you, your newly elected Judge, Mr. Joseph Kaine. If you are pleased with his election, you may show it by clapping your hands.”

Encourage him to make some courteous remarks, at least as much as to bow and say, “I thank you.” He may add, “I will do my best to perform the duties of my office faithfully and well.” This plan serves a good purpose by giving all the children something of interest to do, while they are waiting on the action of the City Council.

You can make the installation of officers as much more formal as you may think best. If you choose, you may observe some such form as this, after asking the officer elect to come to you, you may say, so that he and all the citizens may hear:

“Mr. Kaine, your fellow citizens, by means of the power delegated to their City Council, having faith in your honor and ability and in your wish to serve the good of all and uphold the honor and dignity of their School City, have elected you to the honorable and responsible office of Judge. Do you solemnly promise to use your best ability to learn the duties of your office, and to perform them faithfully? If you do, hold up your right hand and say, ‘*I do!*’ [Then you can say to the pupils]: Citizens, I take pleasure in presenting to you, your newly elected Judge, Mr. Joseph Kaine. If you think he is a wise choice and you will do your best to support him in the performance of his duties, you may show it by clapping your hands.”

The President of the Council must be a member of the Council who presides at the Council meetings. The Mayor does not preside.

All the other officers must be elected by the Council but may be chosen from among the other citizens. They can be chosen from among the Council, but this is not desirable if as good ones can be found outside, because this adds to the time necessary for organizing.

5. The principal and the teachers will have to show the officers how to perform their duties. As soon as each officer has been elected, introduce him to the citizens, who may applaud him if they wish, as explained above.

6. If a member of the Council has been elected by the Council for some other office (except President of the Council) the citizens must elect a new member of

the Council to fill the vacancy. Have the class whose member of the Council has just been elected to another office, nominate a candidate to fill the vacancy, and then have the whole school vote. If he is elected by the whole school that ends the matter, but if he is opposed by a majority, his class must nominate some one else.

7. The citizens adopt a code of laws. Read to them carefully, and be sure that they understand the note which explains why a code is suggested to them, instead of their being left to make a code without any help. Make it clear that they are not required to adopt any part of this code, but that if they do, it is their own, just as much as if they had thought it out themselves. There is but very little purely original work done in all the world, and we must not expect of children what but very few men are capable of doing. Sometimes a boy likes to make an exhibition of himself by opposing. You must then use tact. Ignore him, if that seems best, but generally it seems better to ask him if he can think of any better way of expressing the law, or if he thinks the law a bad one. Tell him he is right in voting against it, if he really thinks it is bad, or if he thinks of a better way of expressing it, but if he does not think that way, it would be right for him to vote for it. Be sure not to appear to force any one to vote for the laws, but be just as sure to get unanimous and hearty acceptance of them if you can.

Read only one law at a time and have the citizens vote to accept or reject it before reading the next. They will never reject one of the laws if you are at all tactful. If there is plenty of time, you can explain the

value and importance of each law, and this is desirable if the time can be spared, but each one is sufficient text for a whole hour's address. If it is necessary, for the purpose of saving time, the whole code may be read at one time and one vote taken for it, instead of presenting only one law at a time.

8. The President of the Council, the City Clerk, the Mayor and the Principal of the school sign the Code of Laws.

9. The citizens choose a name for their School City and, if they wish to do it, may give three cheers for their School City.

10. Sing a patriotic song.

11. Addresses by visitors if desired.

12. Citizen's meeting adjourns and citizens go to *their class' rooms.*

13. Mayor appoints a Commissioner of Police.

14. Commissioner of Police with the consent of the Mayor and such advice as he can get, appoints a *Chief of Police* for the school, a Captain of Police for each room and four Policemen for each room.

15. City Council holds a meeting for 4 or 5 minutes or less, and confirms the appointments of police.

16. The new officers and police can come before the school, and make this promise or something of the kind, to perform their duties:

I know the law made by our citizens, "*Do unto others as you would have them do to you,*" and that it is our duty to observe this law and help all our citizens to act in such a way that good order, cleanliness and kindness shall prevail in our class rooms, in our halls, stairways, play-ground, and wherever any of our citizens may be, and I will use my best endeavors to pre-

serve order and perform my duties as a citizen and an officer.

13 and 14 may be attended to on the spot, or may be delayed till next day but it is best to do it at once if there is no special reason against it, such as lack of time.

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CHAPTER IV

Address on Organizing a School City

INTRODUCTION TO TEACHERS AND PUPILS

It is not expected that all the children will understand everything that will be said to them to-day, but it is hoped that the teachers will understand, and that later the teachers will help the children to understand too. It has been found that the little children, as well as the larger ones, can easily understand enough to enable them to perform their duties, under the guidance and help of the teachers. It is important that the teachers should recognize that the School City is a method for their use, and its success will depend on the intelligence, tact and interest of the teachers, not of the children. The children's interest will be easily maintained if the teacher does his part wisely.

That you may better understand how serious this movement is, and that it has the approval of the most prominent statesmen in the land the following facts are noted. There is a society called the Patriotic League. President Harrison and President McKinley were members of the governing board. President Roosevelt, ex-President Cleveland and many other prominent statesmen and scholars are now members of that board.

What may seem good in the schools this year may be improved next year, and the object of this society is to help the public schools to make those changes which from time to time are needed.

The changes that are needed in the schools of the United States at the present time are:

1. Introduction of a practical method of moral and civic training, to the end that right thinking shall habitually lead to prompt decision and vigorous and conclusive action, in both private and public affairs.
2. Introduction of a practical system of productive industry and frugality.
3. A practical and healthful division of the children's time among book work, industrial work, play or recreation, and rest.

Mr. Gill, the President of the Patriotic League, has been successful in devising ways and means for making these improvements and is the author of the School City which is thoroughly effective in accomplishing the first of these three needed improvements.

When you are asked a question, answer it heartily. If something is said that pleases you very much, clap your hands, but only for an instant, for otherwise it will take too long to complete the organization and you will be tired out. Do not make a noise with your feet, for the interruption is too great, and boys never know when to stop when they begin to stamp.

ADDRESS TO THE PUPILS

Do you love your country? Now think carefully. How much do you love her? Would you be willing to fight for her? All of you who would be willing to fight for your country with the risk of being killed,

stand up. [Give them a chance to stand]. Now you may sit down.

It is sometimes harder to live for one's country than to die for her. It is comparatively easy to enlist with the crowd in the army, and perhaps be shot in battle. To be patient and kind every day, year after year, requires greater force of character than to be a soldier for a few months or even for years. You can live for her by helping her to be healthy, clean, prosperous, noble and happy. She cannot be all these unless her people are also healthy, clean, noble, prosperous and happy. Do you love your country dearly enough to live for her every day, to do the best you can to make her healthy, prosperous, lovely and happy? If you do, stand up. *

Subjects, not Citizens

Your ancestors have been subjects of kings. They had no voice in their own government. The laws were made for them and they had to obey. They could do nothing but submit, or else to fight to be free from the king.

Free from the King

At last your fathers are free from the kings. You young people are still subjects. You live in a great republic, but are not citizens of it. You cannot make your own laws. They are made for you by the teachers, school board and higher powers. You must obey. You have had no chance to learn to be citizens. Citizens make laws and compel those who want to do wrong to do what is right, or be punished by the the other citizens and the officers whom they

* If that is impracticable, say, "raise your hands," and then have them sit down or put down their hand..

elect to attend to their business. A republic cannot be a good strong republic unless the citizens understand their rights and their duties, and are in the habit of exercising and defending their rights and performing their duties. The time to learn and to form habits is when one is a child.

Cannot Become Faithful Citizens by Study Alone

You cannot become both intelligent and faithful citizens by studying from books. You may learn your rights and your duties from books. You will not fully understand them till you put them in practice. You cannot form the habits of citizens if you are only subjects. You must be citizens to be able to form the habits and the character of citizens. To be intelligent and faithful citizens you must study the books about citizenship and get such help as you can from your teachers and from one another.

Boys and Girls Generally are not Citizens

Not many boys and girls in the world are citizens of their countries. Nearly all are subjects, just as if they had a king or queen. Every school must be governed some way. The general government may determine whether the school government shall be a monarchy or a republic. Most general governments pay no attention to the matter. It has not occurred to many men in power that it is a matter of any importance how boys and girls are governed in school. They do not realize that boys and girls who are trained in school to be subjects of a monarchical school government cannot easily, if at all, be intelligent and faithful citizens of a republic when they become men and women. Government of a school by compulsion—that kind of government is called mon-

archy—can be established without any thought or care. Government of a school by leading—that kind of government is called a republic—cannot be established without much thought and care. Most men hate to think, and they hate to have any care; consequently school government all over the world is monarchy; not democracy or a republic. The principal of your school wants you to be trained as citizens, not as subjects. By no other means can people be made intelligent and faithful citizens in a reasonable number of years. As citizens of the School City you have the right to make your own laws, to compel each other to obey the laws which you make. You will thus have a chance to live for your country. You can help her people to understand what it is to be citizens and help her to be a strong and healthy republic, by helping yourselves and the other young people to be intelligent and faithful citizens.

A City Charter

Every city of a representative government has a charter, somewhat like the charter of the School City, granted by the representatives of all the people. It tells the rights and duties of the people of that city. It says they may have a city council to make laws, a mayor to attend to the business of the people, and to appoint policemen to help the people to do right and to arrest the people who interfere with other people's rights. It says they may have judges to decide what is right and what is wrong and to tell how bad people shall be punished.

Charter of Citizenship for the Boys and Girls

A School City Charter has been made for you and you may be citizens under it from this very hour. It

is the charter of your citizenship. From it you can learn what will be your rights and your duties. From it you can learn to live for your country.

The First Law of Citizenship. Pledge to Love and Serve Your Country.

It is the first law of citizenship all over the world, that citizens must love their country and love and help one another. All of you who want to be citizens and will pledge yourselves to observe this first great law of all successful citizenship, and all the laws which you yourselves adopt, and will help in every way possible to make your own government successful, strong and happy, stand up, raise your right hand, and say, "*I do.*"

Pupils Declared to be Citizens.

In recognition of your pledge I declare you to be from this minute, citizens of your own government. God bless and guide you! (Now you may sit down).

Vote by Acclamation to Hasten Organization

In helping you to organize I ask you to vote by raising your right hands instead of by paper ballots. In this way, we can complete the organization to-day.

After one pupil is nominated to be an officer, before his name is put up for election he will go out of the room until the result of the vote has been announced. Do not nominate or vote for any person to be an officer because you like him, but only because you think he will be a good officer. When any pupil is nominated and not elected, he must remember that it is not necessarily because his fellows do not love him, but may be they think he will be better for some other office, or that it is best that he shall wait till another election. He can in the meantime learn the

duties of the office. All cannot be chosen to be officers at one election, so you must not feel badly if you are not elected, but remember your pledge to be faithful and true citizens.

Election of City Council

Now you must choose some of your own number to be members of the City Council. If there is only one room in the school, or two, the Council will have 5 members; if there are three rooms, 9 members; if there are four or more rooms, 11 members. You must be careful in this selection, as they will elect the Mayor and other officers and will make the laws for your School City.

This is the way you may nominate and elect the members of the City Council. Any pupil may stand up and name a classmate and if there are nine others of the same class who will support him, they may raise their hands, and his candidacy will be announced to the school and his name written on the blackboard. If there are not nine others to support him, his name will not be announced. (Sometimes, circumstances will not admit of getting nine classmates to support a nomination, as, for instance, when the class is very small. In all such matters the organizer must use his own judgment).

Choose some little boys as well as big boys, so every part of the school will be represented. The main point is to elect the most competent citizens for this place. If this can be done, and at the same time have an equal or nearly equal number of representatives from each room or ward, it is desirable to do so. When you shall have completed the nominations, you will hold an election for each candidate, and if all are

not elected you will have to make more nominations. Nominations are by one's class—but elections are by all the school. The principal should request a teacher to help the city clerk to make his record of the names of those who are elected or appointed to office, and of such other facts as may be worthy of record in the minutes.

As soon as all the members are elected, the organizer may ask them to come forward, and while they face the school he may say: "Citizens of the School City, I take great pleasure in presenting to you your City Council. If you are pleased with the choice you have made you may show it by clapping your hands."

As soon as the members of the City Council shall have been elected, they should meet in the presence of all the citizens, so that all may see the mode of procedure, and elect a mayor, one judge, clerk of the court, sheriff, and attorney, president of the city council, city clerk and treasurer. As this meeting will be short, the members may sit or stand, as may be most convenient.

Police Service an Honor

Every government requires police service to protect the liberties, rights and property of the people. In Europe, it is sometimes felt that it is the aim of the policeman to exhibit his authority, to make an arrest, if he can find a pretext, to hustle as many off to the jail as possible. In America, the ideal policeman does his best to help people do right, to prevent the necessity for arrests; to be as helpful, kind and courteous as possible to everybody, but especially to little children, women and elderly people; he is not only next

and clean, but well informed and gentlemanly in his conduct. His office is one of honor and responsibility, and he is chosen because he is an honest gentleman, healthy and strong in body and mind; and his motto is to be helpful and kind. In the old fashioned school government, the teacher must perform the police service, or else appoint pupil monitors, who, from the nature of the case are given the spirit of the European police. Let us hope that the School City will be able to do much toward bringing the police throughout the United States up to the standard of the highest ideal of an American policeman. Count it an honor when you are appointed on the School City police force, and a duty to set an example of kindness, courtesy and fidelity.

Now, my dear friends, you have a general idea of the rights and obligations of independent and at the same time cooperating citizenship. Its success will depend upon the fidelity and skill of your principal and teachers and upon your loyalty to the obligations you have assumed, and your love and devotion to your native land. I trust that as the days and years shall pass you will more and more fully realize the importance of this day's work, and that it will ever prove to be an increasing blessing to you and our country.

To your honor and patriotism, therefore, I confide this work, believing that you will prove worthy of your high resolution and of the trust that has been placed in you. Let each one of you here resolve that you will hereafter strive to so live that you will be an example of civic righteousness to all the world, and that your lives will be a fruitful source of happiness

and honor to yourselves, and of glory and prosperity to your country.

Now we will proceed to the practical work of organizing a School City. [See preceding chapters].

CHAPTER V

Laws

NOTE: It is not absolutely necessary for you to adopt the following laws, but you have not yet had experience in law making and so it is advised that you accept them, and later you can amend and add to them whatever may seem best. By following this advice, you will have a Code of Laws to begin with, and you can complete your organization immediately.

CHAPTER I.—THE GENERAL CITY LAW

“As ye would that men should do to you, do ye even so to them.” This is the general law of this School City, and all other laws and regulations must conform to it.

CHAPTER II.—THINGS PROHIBITED

ORDER

Article 1. Anything which disturbs the order in the halls, class rooms or toilet rooms is prohibited.

Art. 2. Anything which is immodest, profane, rude or intentionally unkind is prohibited.

CLEANLINESS

Art. 3. Anything which unnecessarily detracts from the orderly appearance of our School City is prohibited.

HEALTH

Art. 4. Anything which unnecessarily detracts from the healthful condition of our School City is prohibited.

PUBLIC AND PRIVATE PROPERTY

Art. 5. Anything which unnecessarily mars or destroys property in our School City is prohibited.

CHAPTER III.—DUTIES

Art. 1. Every citizen is obliged to call the attention of the authorities to any violation of the laws of this School City.

CHAPTER IV.—PUNISHMENTS

Art. 1. Any citizen violating any law of this School City shall be subject to punishment not less than a reprimand and not greater than a withdrawal of the rights of citizenship.

Art. 2. Every punishment decreed by the court must be approved by the principal of the school before it is carried into execution.

CHAPTER V.—OFFICERS

Art. 1. The Police Commissioner with the consent of the Mayor shall appoint one chief of police for the school and one captain of police and four policemen for each room. Appointments must be confirmed by the City Council.

CHAPTER VI.—TERMS OF OFFICE.

Art. 1. The term of office of all officers, unless otherwise provided, shall be until the next general election, and until their successors are appointed or elected.

Art. 2. Captains of Police shall serve two weeks and policemen one week, unless sooner removed for cause by the Commissioner of Police.

The above laws were adopted almost unanimously by the citizens of our School City at the time they were assembled and organized as a body politic.

.....
President of the City Council.

.....
City Clerk.

Approved.....
Mayor.

Approved.....
Principal.

Date

* * * * *

CHAPTER VI

Punishments

The question is frequently asked; What kind of punishment does the School City inflict? Of course corporal punishment is out of the question. Aside from that, whatever punishments are both right and permitted in a school before the School City has been organized, will also be right afterward. The

children are almost sure to find some means of punishment peculiarly adapted to the circumstances of their school, but no punishments will be used except authorized by the principal of the school. Every punishment decreed by the Court, must receive the approval of the principal before it is carried into execution.

The following punishments are among those which have been inflicted by the New Paltz School City courts:

1. Working for a specified time under direction of the principal.
2. Taking inventory of a picture case.
3. Folding a specified number of copies of the Normal Review.
4. Assisting the janitors in sweeping the school building.
5. Working for a specified time in the printing office.
6. Remaining out of study hall for one or more days.
(This punishment is one of those most keenly felt.)
7. Set up into type a specified amount of English, or of Latin, Greek, German, French, or Spanish, translated into English.
8. Being prohibited from leaving the building during school hours, without permission of the principal.
9. Deprivation of the rights of citizenship.
10. Suspension from school recommended.



Legislative

CHAPTER VII

Some Parliamentary Rules

All motions should be seconded before they are discussed.

A motion to adjourn is not debatable, and takes absolute precedence of all other motions.

No motion can properly be put to vote while a previous motion is still before the house, except an amendment to the earlier motion, or certain privileged motions such as "to refer," "to lay on the table," "to limit debate," "to close nominations" and "to adjourn."

The motion "to close nominations" is useful when School City nominations are made, to prevent an unnecessary number, which consumes too much time. Under some circumstances, two, and even one nomination is enough, and a member can at once arise and, after he has been recognized by the chairman, say: "I move that nominations for mayor (or whatever the office may be) be now closed." If this motion should be seconded and carried, there will be no more nominations for that office.

Only one member can have "the floor" at a time.

Any member can "rise to a point of order" when in his opinion there exists a violation of parliamentary procedure on the part of either a debater or the chairman. If an appeal is taken from the decision of the

“chair”, the one who so appeals must present authority for his action.

Most business can not be reconsidered during the session at which it is transacted.

A member has no right to discuss a question on the floor of the assembly until he has first addressed the chair and been recognized.

Recognized authorities in parliamentary procedure in the United States are “Roberts’ Rules of Order”, Cushing’s “Manual”, and Reed’s “Rules”.



CHAPTER VIII

Order of Business for an Assembly

1. Meeting called to order by President (or, in his absence, by Vice-President, Secretary, Treasurer—order of succession).
2. Roll call by clerk or secretary.
3. Reading minutes of last meeting by clerk and their approval (usually by the Chairman saying, “If there are no corrections, the minutes stand approved”).
4. Special order of Business—Letters and other communications (often referred without debate to a committee).
5. Reports of committees.
 - a. Reports (if any) of officers, with motions, duly seconded, to accept and place on file.”
 - b. Reports (if any) of standing committees (ditto).
 - c. Reports (if any) of special committees (ditto).
6. Unfinished Business.

- a. Business left pending at the adjournment of the last meeting.
 - b. Business previously "laid on the table" to be taken up at this meeting.
7. New Business.
- a. All business not heretofore provided for.
 - b. If there is to be an election of officers it will be in order under the head of New Business.
8. Reading and approval of minutes of session just closing. (This order is especially important for assemblies that meet at rare intervals and insures a more correct account of business done.)
9. Adjournment—properly, by a motion duly seconded.

* * * * *

CHAPTER IX

Normal School City Council

ACCOUNT OF A MEETING

The meeting was held Friday, October 11th, 1901, in the Method Room, the ordinary place, at 3:15, the usual time. There were present the president of the council, city clerk, nine members of the council and a few citizens. What each one said in the meeting is recorded here.

President Stanton. [*Rapping on desk.*] This meeting will now come to order. [*Silence*].

City Clerk May E. Davis. [*Calls roll, to which each member present responds "Here!"*]

1st ward,	Charles Deyo	[<i>Answers</i>] "Here."
2d "	William Blake	Here.
3d "	Mabel Knapp	Here.
4th "	Bessie DuPuy	Here.
5th "	Josephine McGinnis	Here.
6th "	Mary Whalen	Here.

7th	“	Eleanor Brown	[<i>No answer, being absent.</i>]
8th	“	Stella Chatfield	Here.
9th	“	Mabel Snyder	Here.
10th	“	Celia Harris	Here.

Clerk. [*Rising*] Mr. President.

President. Miss Clerk.

Clerk. All members are present, except Miss Brown, representing the 7th ward. [*Clerk sits down.*]

President. The Clerk will read the minutes of the last meeting.

Clerk. [*Reads.*]

Normal School City Council, October 4th, 1901.

Meeting called to order by the president.

All members were present, except Miss Chatfield.

The minutes of the last meeting were read and approved.

The following resolution, offered by Miss Mabel Knapp, and duly seconded, was passed unanimously after a short discussion.

Resolved: That the President of the Council is authorized to appoint a committee of three to present the following petition, which is to be signed by the mayor and the president and clerk of this Council, to the principal of the school.

To Myron T. Scudder, Esq., Principal, State Normal School, New Paltz, New York :

Sir:—The Normal School City Council of New Paltz, in the State of New York, in behalf of the student body of said School City, do hereby formally and respectfully protest against the omission of the religious exercises, which have formed part of our daily program, in times past, from the founding of this school, until the beginning of this term. We miss these simple services, which have rendered the very walls of our building, sacred to our hearts, and as a body of students, mem-

bers of a God fearing nation, recognizing the existence of a Supreme Being who rules the universe, desire to show publicly our respect for Him.

Therefore, we hereby petition you that the religious exercises, dropped at the beginning of this term, be resumed, and that at some time in each school day, we have some religious exercise, beside the singing of hymns. Respectfully submitted.

This petition was then signed as required by the resolution, and a committee of three consisting of Miss Mabel Knapp, chairman, Miss Bessie DePuy and William Blake was appointed to present it to Mr. Scudder.

The following resolution was offered by Miss Celia Harris, was duly seconded, discussed and passed unanimously: Resolved that two new wards be added to our School City, the first, to be the Eleventh ward, to consist of the 30 Cuban young ladies who reside at the Riverside Cottage; and the Twelfth ward to consist of the 34 Cuban young ladies who reside at Steen's Hotel and Van Kuren's Cottage.

Meeting adjourned.

MAY E. DAVIS, Clerk.

Approved Oct. 11, 1901.

President. Have you any corrections to be made in these minutes? No corrections being offered, the minutes are approved as read. Are there any communications?

Clerk. [*Reads.*] To the Normal School City Council, Ladies and Gentlemen: I respectfully call your attention to the fact that teachers and students cross the south lawn instead of keeping to the plank and stone walk. That they do this, is evidence that the established walks are considered indirect and inconvenient and ought to be rearranged. I suggest that you take such action as may be necessary to procure this needed improvement, and that for the protection

of the lawn in the meantime, from indiscriminate wear, and disfigurement, you take such action as may seem to you desirable. Respectfully,

Esmund Childs.

President. I refer this communication to the committee on public works, to report at our next meeting. [*To the clerk.*] Is there any unfinished business?

Clerk. There is no unfinished business.

President. Are any committees ready to report?

Miss Knapp. Mr. President.

President. Miss Knapp.

Miss Knapp. Your committee appointed to present to the Principal of the School a request for the re-establishment of religious exercises, desires to report, that on October 5th, it was placed in the hands of the Principal and received his immediate consideration. He informed the committee that this matter had been subject to much thought and consultation and that he personally felt that the day's work was incomplete without these exercises. They had been discontinued only until experience might show how that could be introduced into the exceedingly complicated program of the school. The school is committed to the one session plan, closing at one o'clock. This necessitates the beginning of recitations at 8:15. In the previous year the first 25 minutes were devoted to general exercises, including Devotions, but since the Annex was in use for two and one-half hours each morning and since it was necessary to have a general assembly of the school, attended by the Annex students as well as by those in the normal building for general roll call and the transaction of business, it was found necessary to put the general assembly hour at 11:05 instead of 8:15. The devotional exercises could not be held appropriately at so late an hour in the day and as 8:15 was deemed early enough to begin school, these exercises were discontinued to await further developments. The Principal, however, is able to make the following

proposition: If the students desire it, Morning Prayers may be held from 8:05 until 8:15. It would be entirely optional with the students whether they attended these exercises or not. They will be begun as soon as the students wish. It was finally decided that this arrangement be carried out and our accustomed religious exercises were re-established, beginning at 8:05 A. M.

Miss Whalen. Mr. President.

President. Miss Whalen.

Miss Whalen. I move that the report of this committee be accepted and noted in the minutes, and that the committee be dismissed with the thanks of the Council.

Mr. Deyo. Mr. President.

President. Mr. Deyo.

Mr. Deyo. I second the motion.

President. You have heard the motion, which is duly seconded. Have you anything to say on the subject? Are you ready for the question? Those in favor of this motion will say "Aye." [*Members all vote Aye.*] Those opposed will say "No." [*No response.*] This motion is unanimously carried, and the committee is dismissed with the thanks of the Council.

Miss Harris. Mr. President.

President. Miss Harris.

Miss Harris. I move the adoption of the following ordinance.

ORDINANCE 20.

Section 1. The Secret Service Department shall have control of matters concerning missing articles, and the destruction and defacing of school property. It shall also have control of all other forms of evil which from their nature should not be made public.

Sec. 2. The Mayor is the head of the Secret Service Department and has the power to appoint as many

members of the department as he shall deem necessary, and such members shall be known only to the Mayor.

Sec. 3. All reports of the members shall be made only to the Mayor, and such reports shall be made in writing.

Sec. 4. All matters for the investigation of the department shall be reported to the Mayor immediately after their discovery or no attention will be paid to them.

Sec. 5. This ordinance is to take effect immediately upon its passage.

Miss Snyder. Mr. President.

President. Miss Snyder.

Miss Snyder. I second the motion for the adoption of this ordinance.

President. Discussion on the adoption of this ordinance is in order. This is a matter of much importance, but as all are familiar with the necessity for such a provision, it will not be necessary to spend much time considering it. What have you to say?

Miss McGinnis. Mr. President.

President. Miss McGinnis.

Miss McGinnis. Some person is making a good deal of trouble in the school. I think it will not be difficult to find the wrong doer, but if this should be done in a public way, and "an example is made" as they say, the unfortunate one's reputation will be forever ruined, in the estimation of the students, but if the matter can be dealt with in a quiet way, both the character and the reputation of the erring pupil may be saved. I favor this ordinance.

President. Have you any thing further to say on the adoption of this ordinance? [*Waiting a moment and no response being made*]. Are you ready for the question? Those in favor of the adoption of this ordinance say "Aye." [*Apparently all vote Aye.*] Those opposed say "No." [*No response.*] This ordinance

has been unanimously adopted. Is there any further business? [*No response.*] A motion to adjourn is in order.

Miss Hitch. Mr. President.

President. Miss Hitch.

Miss Hitch. I move that we adjourn.

Mr. Deyo. [*Addressing the chair.*] I second the motion to adjourn.

President. Those in favor of the motion to adjourn say "Aye." [*All vote Aye.*] Those opposed say "No." The meeting stands adjourned.

* * * * *

INTERMEDIATE SCHOOL CITY COUNCIL

MINUTES OF MEETINGS

Fifth City Council, seventh meeting, Oct. 11, 1901.

A quorum was present, all members being in their seats at roll call except Mary Le Fevre and Oscar Palmer.

Minutes of meeting of October 5th read and approved.

Appointments by the Commissioner of Police and endorsed by the Mayor, of policemen to serve for the term beginning October 6th and ending October 13th, confirmed by unanimous vote.

On motion of Hazel Deyo, seconded by George Grim, the following ordinance was adopted, two-thirds of all the members of the Council voting in its favor.

Ordinance Number 16. Any and all citizens of this School City may cross every part of the school playgrounds and lawns. *

LIZZIE DEPUY, Clerk.

Minutes approved, Oct. 18, 1901.

*It should be remembered that all ordinances and judgments of the courts are inoperative until approved by the principal of the school.

Judicial

CHAPTER X

Legal Terms and formalities

SOME LAW TERMS

AN ARREST, in the School City generally consists in the policeman's saying to the person to be arrested, "I arrest you for breaking the law." There is generally no place of confinement, and the policeman has no occasion to touch the offender. It amounts to a notification that he will have to be tried by the Court for the wrong he has done.

A policeman who sees a wrong done, may make an arrest on the spot, without any *warrant* or other formality.

A WARRANT is a writing by the Court ordering an arrest, a search or a seizure, and is used in School City courts.

A SUMMONS is an order to a defendant to appear in Court in a civil action, but is not used in the School City at present, as there are no civil cases or actions.

There are two kinds of cases or actions in the courts, *criminal* and *civil*.

CRIMINAL cases occur when a person does a wrong act.

CIVIL cases occur when there is a dispute in reference to some business transaction.

Criminal and civil cases are tried by the same judges, except in cities where there is enough court business to keep one or more judges busy on each separate class of cases.

The SHERIFF is an officer of the Court to carry out its orders.

POLICE are not officers of the Court, but of the executive department of the government.

ALL PAPERS belonging to the Court are kept by the clerk of the court.

COURT CRIES

Following is the proclamation used on opening the Court: "Hear ye! Hear ye! Hear ye! All manner of persons that have any business to do at this Court held in and for the School City (or State) let them draw near and give their attendance and they shall be heard."

Then follows this cry to the Sheriff: "Sheriff of this School City (County or State) return the writs and precepts to you directed and delivered, and returnable here this day, that the Court may proceed thereon!"

At the adjournment of Court the Crier proclaims: "Hear ye! Hear ye! Hear ye! All manner of persons who have any further business to do at this Court, may depart hence and appear here to-morrow morning at 9 o'clock, (give right time) to which time this court is adjourned."

These cries are not generally used in the lowest courts, but if desired, may be in all courts of the School City or State. They certainly add dignity to the proceedings.

* * * * *

CHAPTER XI

Court Procedure

When a citizen transgresses some regulation of the city, in presence of a policeman of his ward, he may be arrested without warrant, by a simple statement, "You are arrested for the offense of
or "for breaking the law." Otherwise, information

is laid before a judge or magistrate, by any citizen and a warrant procured for his arrest, and the warrant delivered to a policeman who will make the arrest. The judge appoints the time for holding court. He taps a bell and says: "The court will come to order." He then turns to the clerk and says: "The clerk will call the first case. The clerk then announces the name of the accused and reads the charge. The court instructs the accused that he is entitled to counsel, and if he desires it, time is given to secure the same. An officer generally acts as messenger to secure the attorney. If he says he does not want counsel the judge addresses the accused, "You have heard the charge, are you guilty or not guilty?" If the answer is "guilty" he then directs the city attorney to read a detailed statement of the misdemeanor. The judge then turns and asks: "Have you anything to say why sentence should not be passed upon you?" This is sometimes answered by an attorney rising and asking for leniency on account of extenuating circumstances which he explains. Then, if the court consists of several judges who together hear the case, the presiding judge requests the judges to ask any questions they may wish. After this the court retires and consults concerning the punishment. Upon their return the presiding judge pronounces the sentence, the offender standing to receive it.

If the plea is "Not guilty," the city attorney outlines his case and calls witnesses. These witnesses take the following pledge, answering "Yes" to the question asked by the clerk, "Do you, on your honor as a citizen, promise that the evidence you shall give in the matter of difference between the people of the School City (or State) and , the defendant, shall be the truth, the whole truth, and nothing but the truth?" They are then examined and cross-examined. The defendant's attorney follows the same line of action and presents his case to the court, and then sums up the case. After him the city attorney sums

up the case, the judges retire and deliberate as before. The verdict is brought in and the sentence pronounced. After all cases are disposed of the judge declares the court adjourned.

It is the sheriff's duty to attend to the enforcement of the sentences.

The defendant may demand a trial by jury, in which case the trial is adjourned for a sufficient length of time to allow the jury to be drawn. This need not be for more than a few minutes. The jury is selected thus: The clerk of the court, in the presence of the judge, (or the presiding judge and one other, if there are several judges,) the sheriff, and as many citizens as wish to be present, public notice having been given, draws twelve names from the jury box in which have been deposited, on separate slips, the names of all the qualified jurors in that court. In a School City any student designated by the sheriff is subject to jury duty. A list of these twelve names is given to the sheriff, who notifies each person named to appear at the time to which the case is adjourned. When the case is called six of the twelve persons selected act as a trial jury. The attorneys for the prosecution and for the defense have a right to examine each juror as to his qualifications and may object to any juror for cause, the objections to be ruled upon by the judge. After six jurors have been selected they answer "Yes" to the following question: "Do you solemnly promise to try the matter of difference between the people of this School City and, the defendant herein and a true verdict render according to the evidence?" They are then put in charge of the sheriff or constable who is required to make the following affirmation, the clerk saying: "You shall well and truly keep every person sworn on this jury in some private and convenient place, without meat or drink, water excepted; you shall not speak to them yourself, nor suffer any person to speak to them, without leave of the court, except it be to ask them whether they

have agreed on a verdict, until they have so agreed on their verdict."

The sheriff or constable answers "I will."

* * * * *

CHAPTER XII

Offense, Arrest, Trial, Punishment

The account of this case is given for the purpose of helping citizens of the School City to understand how a case may be conducted in a School City Court. The forms are those used in the courts in the State of New York, and are similar to those used in other States. The matter which is in Roman type represents that which is printed in the blank forms. The Italics represent that which is to be written with a pen.

In a school that has a printing press and so can have printed blank forms, it is well to have them for *Information of Misdemeanor, Warrant and Subpoena*, similar to the ones used in this case. If that is impracticable, these forms may be copied with a pen, and even that would be impracticable with the younger pupils, who may furnish the necessary information by going to the Judge and telling him of the occurrence.

THE OFFENSE

STEPS LEADING TO A TRIAL

1. *The Law is Broken*

On January 13, 1902, Edmund Doremus, of the Normal School City, pulled Frank Hutton's hair during school hours, and thereby created disorder in the Study Hall.

2. *Information Leading to Arrest*

Any person who knows that a wrong has been done may give the information leading to arrest and for use in making the court record. This information is written on a printed blank form called the "Informa-

tion for Misdemeanor," it is signed by the person who furnishes a statement of the facts, and by the Judge or Justice, and then taken possession of and kept by the clerk of the Court, and is read in court when the defendant comes to trial.

Information for Misdemeanor

STATE OF NEW YORK, }
Normal School City, } ss.

To *Daisy B. Hitch*, Justice of said City Court
Beatrice Tandy being duly affirmed says:
That *she* resides in *the town of New Paltz* that
one *Edward Doremus* . . of the . . *Normal School City*
on the *13th* day of *January*, 1902, did wrongfully,
unjustly, unlawfully, wickedly, wilfully, and know-
ingly commit the offence of *creating a disturbance in*
the study hall as created and defined by the *School*
City Ordinances, in that at the time and place last
aforesaid, said *Edward Doremus* did *violently assault*
one Frank Hutton and did *pull the hair of him Frank*
Hutton

I therefore pray that legal process may be issued,
and that the said *Edward Doremus* may
be apprehended and held to answer to said offence
and be dealt with according to law.

Beatrice Tandy.

Taken, subscribed and affirmed before me, }
this 13 day of January, 1902. }

Daisy B. Hitch,

Justice of the *Normal School City Court.*

3. *Record*

The Judge should direct the Clerk of the Court to make a record of it as follows, in a book called

MINUTES OF THE COURT

Jan. 13, 1902, Beatrice Tandy this day makes complaint before the Court, that the offence of creating a disturbance in the Study Hall, by violently and wilfully pulling the hair of one Frank Hutton has been committed; and that he has probable reason to believe one Edmund Doremus to be guilty thereof.

A warrant was thereupon issued for the arrest of the said Edmund Doremus for said offence.

January 21, 1902

Prisoner was brought in court in custody of the sheriff and duly arraigned and was informed of his right of counsel in every stage of the case. He waived the right of counsel or time to procure same and expressed his willingness to proceed to trial and asks for a trial by jury.

(Further minutes will consist of a record of the trial.)

4. *Warrant for Arrest*

The following *warrant* was delivered to Esmond A. Childs, Chief of Police, who thereupon and on the 13th day of January, 1902, arrested the said Edmund Doremus by reading to him said warrant and taking him in custody thereon, and he was thereupon delivered into the custody of Frank R. Eltinge, Sheriff. In a School City, "the custody of the sheriff" is only nominal, but in the ordinary government of adults, the sheriff locks the prisoner up in prison. Any person may fill out such a blank, but it must be signed by the Judge. Such a warrant is an order to a policeman or other officer to make an arrest. He keeps this warrant himself, but he should state its contents or show it to the person to be arrested.

Criminal Warrant

Ulster COUNTY, }
TOWN OF *Normal School City*, } ss. TO THE SHERIFF OR
ANY POLICE OFFICER OF SAID CITY, GREETING :

Whereas, Information of *Beatrice Tandy* in writing has been made before the undersigned, a justice of said *City Court*, that on the *13th* day of *January*, 1902, at *Normal School City*, that one *Edmund Doremus* did commit the offence of creating a disturbance in the study hall by violently and wilfully assaulling one *Frank Hutton* and pulling the hair of said *Frank Hutton*

THESE ARE, THEREFORE, In the name of the People of the *Normal School City*, to command you forthwith to take the said *Edmund Doremus* and to bring him before said *City Court* at the *Science Room* in said *City*, to answer to the matters contained in said complaint and to be further dealt with according to law.

Dated at said *City*, the *13th* day of *January*, A. D. 1902.

Daisy B. Hitch,

Justice of said *City Court*.

In Justice's Court

Before J. P.

THE PEOPLE

against

CRIMINAL WARRANT

By virtue of the within Warrant, I have taken and have in my custody the within described

and have him now before the Magistrate issuing the same.

Dated

19

The above blank is printed across the back of the Warrant.

5. Subpoena

The Court subpoenaed the following witnesses by sending to each witness a subpoena made out by the clerk of the court and delivered by the sheriff: Beatrice Tandy, Wallace Kimball, Charles M. Deyo, E. D. Smith, Anna Gilchrist. These names had been supplied by the entry in the Police Blotter, made by the policeman who made the arrest. The entry was as follows :

On January 13, 1902, at 11:05 A. M., I arrested Edmund Doremus for causing a disturbance in the Study Hall.
Celia Harris, Police.

Witnesses: Beatrice Tandy, Chas. M. Deyo, Wallace Kimball, E. D. Smith.

Following is a copy of one of the subpoenas, all being alike, except the name of the witness subpoenaed.

Subpoena

IN THE NAME OF THE PEOPLE OF THE NEW PALTZ NORMAL SCHOOL CITY

To *Beatrice Tandy*, GREETING:

WE COMMAND YOU, That all business and excuses being laid aside, you and each of you appear and attend before the Justices of the City Court, or some one of them at a City Court, to be held at the *Normal School Building* . . in . . *New Paltz, N. Y.*, in and for the *Normal School City of State Normal School*, . . . on the . . . *21st* . . . day of . . . *January*, at 2:30 o'clock in the *afternoon*, to testify and give evidence in a certain cause now pending in the City Court, then and there, between *The Normal School City*, plaintiff, and *Edmund Doremus*, defendant. For your failure to attend you will be deemed guilty

of contempt of court and liable to forfeit five hours work.

Witness, *Daisy B. Hitch*, Esquire,
one of the Justices of our City Court the 21st
day of January, 1902.

May MacHenry, Clerk.

Joseph M. Kaine, Attorney.

6. *Witnesses Subpoenaed*

Sheriff Eltinge served the subpoena by handing to each of the witnesses a subpoena properly made out, similar to the one above

On the 21st day of January, 1902, the court being duly convened, the said defendant was brought before said court by said sheriff.

TRIAL

Court Convenes

The Normal School City Court met in the science room, regularly used as the court room, with all the non-excused jurors present and with Judge Daisy B. Hitch, Clerk Mary MacHenry and City Attorney Jos. M. Kaine in their respective places. Sheriff Eltinge had the prisoner, Edmund Doremus, in charge.

1. *Court Called to Order*

Judge Hitch tapped the court bell and said: "The court will come to order "

2. *Court Opens with Proclamation*

Clerk Miss MacHenry proclaimed: "Hear ye! Hear ye! Hear ye! All manner of persons that have any business to do in this court held in and for the School City let them draw near and give their attendance and they shall be heard."

3. *Cry to the Sheriff*

The clerk, Miss MacHenry, addressed the sheriff as follows: Sheriff of this School City, return the writs and precepts to you directed and delivered, returnable

here this day, that the court may proceed thereon!"

4. Sheriff Returns the Writs

Sheriff Eltinge brought forward to the clerk of the court the Warrant as served on Edmund Doremus, the defendant, and of the subpoenas as given to the several witnesses alrdady mentioned.

5. Judge Calls up Case

Judge Hitch turned to Clerk MacHenry and said: The clerk will read the charge against Edmund Doremus (from the Information on file).

6. Name of Accused and the Charge

Clerk MacHenry read from the Minutes of the Court the first entry in the case of Edmund Doremus, defendant, recorded above as of January 13, 1902.

7. Entitled to Counsel and Time to Secure It

The court, Judge Hitch, instructed the accused that he was entitled to counsel, and if he desired, time would be given to secure it, and that an officer would act as messenger to secure an attorney. Mr. Doremus replied, "I'll be my own counsel, hut I wish to be tried by jury."

8. A trial by jury having been demanded, the trial was adjourned for a sufficient length of time to allow the jury to be drawn. This took about five minutes.

9. Jury Drawn

The justice drew twelve names from the jury box in which the clerk had deposited on separate slips, the names of all qualified jurors in that court. A list of this twelve names was given to an officer of the court who notified each person named to appear at the time to which the case was adjourned. All persons were present, as at the time at which the notice of the court meeting was announced by the city clerk, the names of the jurors were read and a notice given that all non-excused jurors would be arrested for contempt of court, if not present. A list of the jurors and the notice was then posted on the bulletin board.

10. *Six Jurors*

On the day of the trial six of the twelve persons selected acted as a trial jury. The attorneys for the prosecution and for the defense have a right to examine each juror as to qualifications and may object to any juror for cause, the objection to be ruled upon by the judge.

11. *All Jurors Pledged*

The clerk said to the six jurors: "Do you solemnly promise to try the matter of difference between the people of the School City and Edmund Doremus, the defendant herein, and a true verdict render in accord with the evidence?" The six jurors answered, "Yes." They were as follows: Margaret B. Lucey, Nellie Vincent, Bessie Burnett, Nellie Durrin, Elizabeth Glanville, Elizabeth Hecht.

12. They were then put in charge of a constable to whom the clerk said: "You shall well and truly keep every person sworn on this jury in some private and convenient place, without meat or drink, water excepted; you shall not suffer any person to speak to them, nor speak to them yourself, without leave of the court, except it be to ask them whether they have agreed on their verdict."

The constable, Frank Eltinge, answered, "I will."

13. *Guilty or Not Guilty*

The judge addressed the accused, saying, "You have heard the charge, are you guilty or not guilty?" Mr. Doremus answered, "Not guilty."

14. *Case Outlined, Witnesses Called*

The plea "not guilty" having been offered, City Attorney Kaine outlined the case, stating the fact that Mr. Doremus had been arrested for creating a disturbance. Witnesses were called.

15. *Pledge to Tell the Truth*

The clerk of the court asked each witness the question, "Do you, on your honor as a citizen, promise

that the evidence that you shall give in the matter of difference between the people of the School City and Edmund Doremus, the defendant, shall be the truth, the whole truth, and nothing but the truth?" The witness answered "Yes."

16. Witnesses Examined

The first witness examined was Miss Tandy. The city attorney said: Miss Tandy, were you disturbed on Jan. 13th, at 10:55 A. M. by the prisoner, Edmund Doremus?

Miss Tandy answered, I was disturbed by noise which came from the seat in which Mr. Doremus sat.

Tell us of what the noise consisted.

Mr. Hutton who sat with Mr. Doremus was asking Mr. Doremus to stop. He said, "Don't, Ed. Stop pulling my hair."

Did Mr. Doremus stop when asked to do so by Mr. Hutton?

Not at first.

How long did Mr. Doremus engage in this hair pulling?

While Mr. Hutton said, "Don't, Ed! Stop pulling my hair! Doremus, let me up! Oh, quit! Oh, say, that hurts! Will you stop? Ed, stop!"

How do you know Mr. Hutton said just those words?

Because I heard them distinctly and wrote them down at the time.

Will you refer to the memorandum?

Memorandum is then referred to by witness.

Were you disturbed before Mr. Doremus thus compelled Mr. Hutton to beg for mercy, as it were?

No.

How far do you sit from the seat whereon this affair took place?

I sit six seats to the left and four seats ahead of the seat.

How do you know Mr. Doremus pulled Mr. Hutton's hair?

I saw him do it.

How did this pulling of hair cause a disturbance?

Mr. Hutton, in begging for mercy and in giving vent to his cry of pain was compelled to make more or less disturbance.

Did Mr. Doremus make any noise at all during this affray, and if so, how?

Yes. By talking and by laughing.

What did he say?

He said, "You will, will you? I'll teach you. Ha, ha, ha!"

What did Mr. Hutton do when released by Mr. Doremus?

He put his hand to his head, and his face expressed pain.

Were any other disturbances caused just then by those parties?

No.

The witness, having finished before the city attorney, and the defendant desiring to ask no questions, was excused by the judge.

17 Miss Gilchrest and Chas. M. Deyo, being examined, testified to the questions above in nearly the same way. The witnesses did not disagree in any way. Messrs. Kimball and Smith were not called, as sufficient evidence was thought to have been given.

Mr. Doremus had no questions to ask of the witnesses examined by Attorney Kaine and did not desire to have Messrs. Kimball and Smith examined.

Mr. Doremus did not call any witnesses on his side so no other witnesses were examined by the city attorney, except Mr. Doremus, who was asked a few questions.

Mr. Doremus, however, said that he had ample reason for doing as he did but did not beg for leniency.

18. *Defendant Questioned*

The city attorney asked Mr. Doremus to be sworn.

The court then stated to Mr. Doremus that it was

his right to refuse to be sworn or to make any statement whatever, but Mr. Doremus waived his right and asked to be sworn.

City Attorney Kaine then asked Mr. Doremus, Do you think you had just reason to treat Mr. Hutton as you did?

Mr. Doremus answered, Yes.

City Attorney. Did you pull his hair, as the witnesses have said?

Mr. Doremus. I did.

City Attorney. That is all I wish to ask of you, Mr. Doremus.

19. *Case Summed Up*

City Attorney Kaine summed up his case as follows: Honorable Judge and ladies of the jury, you understand the nature of this case. Three witnesses have stated that they were disturbed in the Study Hall by Mr. Doremus. The accused himself declares that whatever the witnesses have said of him is true. He says, however, that he had reason to do as he did. However, it makes no difference what the reason of the disturbance was. A disturbance was created and created by Mr. Doremus, contrary to our School City laws. One of our witnesses, Miss Tandy, has said that Mr. Hutton, she believes, would not have disturbed the people in the Study Hall had not Mr. Doremus forced him so to do. The other witnesses have said the same. Mr. Doremus has been frank in everything here today, yet the fact is proved and he acknowledges that he created a disturbance himself and forced another citizen to increase the disorder. I see no reason why he should not be found guilty and sentenced accordingly.

20. *Judge Charges Jury*

The Judge charged the jury in the following words: Ladies of the Jury, you have heard the accusation that the defendant in this action has been guilty of creating disorder in our Study Hall, which is contrary to our School City law. You have heard the evidence pro-

duced to prove the accusation, and the acknowledgment of it as a fact by the defendant. It was utterly unreasonable of the defendant to demand a trial by jury, since it has become the universal custom to submit to juries for decision nothing except a dispute in relation to the facts in a case and there is no such dispute in this case. The time of the court, of the witnesses and of the jury has been wasted by this unwarranted procedure. If you are convinced that the defendant created the disorder of which he is accused, and which he acknowledges, you must bring in the verdict of "guilty", but if you are convinced of the contrary, you must bring in the verdict "not guilty". You must now retire into the English Room and prepare your verdict.

Mr. Eltinge, the constable, took the Jury to the English Room.

21. Jury Deliberates

The Jury selected a foreman, Miss Hecht, and arrived at a conclusion that the defendant was guilty.

22. Jury Returns to Court Room

The sheriff brought the Jury back to the court room.

23. The Foreman Reports

Miss Hecht reported thus: "Honorable Judge, the verdict of the Jury in the case of Edmund Doremus is 'Guilty.'"

24. Sentence

Judge Hitch passed sentence as follows: "Inasmuch as you have broken the laws of this School City by creating a disturbance in the Study Hall, I sentence you to perform five hours' work in the printing office. This sentence is to take effect immediately and the work is to be completed by January 31, 1922."

25. Court Adjourns

As the work of the court was complete, the clerk made the following proclamation:

“Hear ye! Hear ye! Hear ye! All manner of persons who have any further business to do at this court may depart hence and appear here January 30, 1902, at 2 o'clock P. M., to which time this court is adjourned.”

If the Person Arrested Pleads “Guilty”

1. The Judge then directs the city attorney to read a detailed statement of the misdemeanor (usually the report of arrest as told by the clerk).

2. The Judge then turns and asks: “Have you anything to say why sentence should not be passed upon you?”

3. This is sometimes answered by the prisoner's attorney who rises and asks for leniency on account of extenuating circumstances which he explains.

4. If there are several judges, the presiding judge requests the others to ask any questions they may wish.

5. The court (the judges) retires and consults concerning the punishment.

6. Upon their return the presiding judge pronounces the sentence, the offender standing to receive it.

* * * * *

Executive

CHAPTER XIII

Messages and Reports

Messages and reports made by little children, are apt to be more simple than those of older students notwithstanding that both will probably, and ought to consult their teachers and parents. The topics may prove in as large a degree educational for the grown

ones at home, as for the pupils. The samples given here, it is hoped, will be suggestive to heads of other departments than those represented.

MAYOR'S MESSAGE

PRIMARY SCHOOL CITY

Councilmen: To do my duty as Mayor, I present to you this message.

The citizens have elected you to make their laws; this is a great honor. They expect you to make just and wise ones. It is your duty to do so. To help you do so, I make these suggestions:

1. That you make such laws as will secure good order, good habits and good care of property.

2. That you make all laws simple and easy to understand.

3. That you make only as many laws as are really needed.

4. That you state only a general penalty for offences, letting the judges fix the special ones.

5. That you promptly decide on the length of all terms of office not fixed by the charter.

Mar. 2, 1900.

HILDA RUST, Mayor.*

* Of course, Hilda Rust, like every wise chief magistrate, seeks and gets the best advice she knows how to find.

MAYOR'S MESSAGE

To the Normal School City Council:

Councilmen:—Another official term has begun, and it is my privilege and duty to address you; and to recommend to you such measures as I deem to be needed.

“TIES”

The first thing for you to consider is the matter of “ties” (that is an even vote for persons who are running for the same office). In our last city election a “tie” occurred. So far as I am acquainted with our

city law, there is no provision for such cases. Since the mayor is empowered by existing laws, to fill vacancies in such offices as judge, alderman, etc., by appointment, with consent of the City Council, I considered it right to settle this "tie"; therefore I declared Isaac Conklin alderman. Inconvenience of this kind is liable to occur at any time; therefore I recommend that you make some ordinance providing for the settlement of such cases.

CODIFY THE ORDINANCES

I suggest that you instruct your Clerk to collect, arrange and publish in some convenient way the ordinances which you have enacted since the granting of our charter.

ORDER IN STUDY HALL

The order in our study hall can and must be greatly improved. If this cannot be gained by cooperation with our police officers under our present laws, new laws and more severe ones must be passed.

JURORS

In accord with Ordinance 9, Art. 3, Section 2, thirty-six (36) jurors, whose term is five weeks, must be chosen by the City Council. I suggest that you take action on this at once, as there are some cases awaiting trial at the present time.

APPOINTMENTS

According to Chapter 4, Article 2, Sections 5 and 6, I appoint, subject to the approval of your most honorable body, the following officials:

- 1, Daisy B. Hitch, Commissioner of Police.
- 2, Esmond Childs, Commissioner of Public Works.
- 3, Moses Teas, Commissioner of Health.
- 4, John MacCartney, Commissioner of Fire Department.
- 5, Mary MacHenry, City Clerk.
- 6, Julia A. Lucy, Alderman, in place of Edmund Doremus resigned, according to Ordinance 10.

GUARD THE PEOPLE'S INTERESTS

It is the duty of the members of the City Council, as representatives of the people, to be ever on the lookout, guarding the people's interests, and enact such ordinances as will insure the greatest good to the greatest number. I therefore urge you to investigate the condition of the city, to study the ordinances already in force, and to serve the interests of those whom you represent in the best possible way. Be ever mindful of the responsible position which you hold. Seek and find the ways in which you can benefit your city, so that you may feel, when your office shall have expired, that you have done your duty and that you have done it well.

MAY E. DAVIS,

Mayor of Normal School City.

New Paltz, February 17, 1902.

DEPARTMENT OF HEALTH

MOSES TEAS, Commissioner

The Commissioner of this Department, directly after election, appointed the following members of the Board: Joel S. Carpenter, Agnes M. Joseph, Alice M. Dee.

According to Ordinance 5, Section 3, these appointments were submitted to the City Council and confirmed by that body.

At a meeting of the Board, March 17, 1902, the following named citizens were appointed to take charge of ventilation:

Grace Jansen, in girls' toilet and cloak rooms.

John Follett, in boys' toilet and coat rooms.

Homer Simpson, in Study Hall.

Commissioner Teas was directed to take charge of the ventilation of the halls.

The toilet rooms and halls were well taken care of every day. As the chapel (or study hall) is a very difficult room to keep well ventilated, complaints were made concerning the air in that room, but toward the

latter part of the year all seemed to be well satisfied.

The efforts to secure good ventilation were aided by a careful study of this important subject in the classes in school economy, where students were taught to use the air tester and to test its effectiveness and the conditions in the various rooms and halls of the building.

There has been an unusual amount of illness amongst the members of the faculty, but the students, as a rule, have been in fair health, yet even here, three suffered from sickness of a serious nature, and one death is recorded. MOSES TEAS, Commissioner.

DEPARTMENT OF PUBLIC WORKS

E. A. CHILDS, Commissioner

This Department has had charge of all school receptions, including ten monthly receptions.

There has been expense for music, light refreshments, care of the building for evening, etc. A collection has been made at the end of each reception, which has been sufficient to pay all the expenses and have a surplus, which has been used to buy games, etc. For a detailed financial account, see report of our treasurer.

The Commissioner has had very competent assistants. The collectors have used tact and accomplished their work without being in any way offensive. The committee of arrangements have attended to the decorations, arranging of tables for games, etc.

Under the direction of the Department, the students, from the little tots in the Primary School to the young men and women in the Normal Department, have done much to beautify not only the school and school grounds, but the village. They have rooted out dandelions and weeds from the lawns, planted flowers and vines, removed many unsightly and unnecessary objects and covered others, such as board fences and sheds with vines, and have kept the grounds and village streets clear of papers.

There is much more that should be done by this

Department. One of the most important things to be done, but for which we have not obtained the necessary authority is the making of a reasonable, direct path to the school building, instead of the long walk which runs by straight lines and angles from the railroad station or southeast corner of the grounds to the school building, and is neither artistic nor direct.

E. A. CHILDS.

Commissioner of Public Works.

June 20, 1902.

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Elections

CHAPTER XIV

Nominations

PRIMARY MEETING

See the remarks on page 12 relative to this subject.

Selection of Delegates

The following plan is in satisfactory use in many schools: From each class-room two boys and two girls are chosen by acclamation or written ballot under direction of the class teacher immediately before close of school, or at any convenient time, as delegates to the convention.

NOMINATING CONVENTION

Chairman

In the assembled convention, some one rises and says, "I nominate John Smith for temporary chairman." Another person says "I second the nomination." Perhaps another person's name is mentioned and his nomination seconded. Then the person who made the first nomination puts the question before the assemblage as follows: "All in favor of John Smith, say 'aye'. All in favor of Henry Brown say 'aye'."

or those voting in each case may stand to indicate choice. The person receiving the majority of votes is chosen chairman.

Secretary

The chairman-elect steps to the front and calls the meeting to order as follows: "Ladies and gentlemen (or fellow school citizens) I thank you for this honor and I hope we shall be able to select suitable candidates to place before our constituents for their choice of officers of the School City. I hereby call this convention to order. Nominations are in order for secretary." The selection of secretary follows very similar to that of chairman, the chairman putting the names of the candidates before the convention for a vote by acclamation or written ballot. The secretary is generally a girl in one of the upper grades.

Object of Convention Announced

The chairman now says: "This convention has been assembled to place in nomination two candidates for each office provided for in the School City Charter, to be voted for at the coming election."

Tellers Appointed and Nominations Made

The chairman continues: "The secretary will please read the names of the offices to be filled." After the reading of the list of offices, the chairman says: "I appoint Harry Jones and Mary White to serve as tellers. Nominations shall be by written ballot, but candidates may be announced by their friends before the votes are taken. No nominating speech shall exceed five minutes." After this follows announcements and speeches and then the chairman says: "You will now prepare your ballots for the nomination of candidates for mayor. The tellers will pass ballots and only one vote is granted to each delegate. The first ballot will be informal." After a moment the chairman says: "Have all voted who wish to vote?" If there is no response he says: "The polls are now closed and the tellers will count the ballots."

The result of the balloting is read by the teller first named and the chairman instructs the tellers to distribute ballots for the first formal vote. After this vote is taken the two persons receiving the two highest numbers of votes are declared placed in nomination to be voted on at the School City election. If time does not permit the slow routine voting, voting by *viva voce* may be used instead of written ballots. Nominations for all the offices are made similarly.

Convention adjourns

The chairman says: "Nominations having now been made to fill all the offices, the business of this convention is finished, and a motion to adjourn is in order." A member of the convention arises and says: "Mr. Chairman, I move that we adjourn." Another member arises and says: "Mr. Chairman, I second the motion to adjourn." The chairman says: "It is moved and seconded that we now adjourn. All in favor of this motion say 'Aye'." After waiting a moment to give all a chance to vote who wish to vote "Aye," he says: "All opposed say 'No'." If the majority vote "Aye," as they ought to do, he says: "This convention is adjourned," and the members are then at liberty to leave.

PRIMARY ELECTION LAW

NORMAL SCHOOL

Section 1. The Primary election shall be conducted with order and decorum.

Sec. 2 Any person who fails to observe this law shall be denied the privilege of voting.

Sec. 3. Officers.—The officers elected at the primary election shall be as follows: (1) chairman of the ward, (2) secretary of the ward, (3) one representative to the nominating convention, (4) two inspectors of election.

Sec. 4. None but citizens shall have a right to hold office. See Charter, Chap. 1, Art. 4, Sec. 2.

Sec. 5. Place.—The ward primary meetings shall be held in rooms as follows:

1st ward in Science room	6th, French and German
2d in Drawing	7th, Methods
3d in English	8th, Pre. Academic
4th in Latin	9th, Primary Gymnasium
5th in Mathematics	10th, Normal chapel

Sec. 6. A plurality vote shall decide all questions.

Sec. 7. The chairman of each ward shall appoint two tellers to take charge of the voting at the Primary meeting. (The inspectors of election have no jurisdiction in this election).

Sec. 8. Each ward shall submit two reports—one to the City Council and one to the city which shall be posted upon the bulletin board.

Sec. 9. The time for holding the Primary election is as provided by Charter in Chap. II, Art. 2, Sec. 3.

NOMINATING CONVENTION LAW

NORMAL SCHOOL

Section 1. Members.—The nominating convention shall consist of one (1) member from each ward who shall have been elected at the primary election.

Sec. 2. Duties.—It shall be the duty of the nominating convention to nominate ten candidates for Judge and two for each of the following offices: Mayor, President of the City Council, Sheriff, Attorney and Treasurer.

Sec. 3. Time.—The time of holding the convention is as provided by the Charter in Chap. II, Art. 2, Sec. 4.

Sec. 4. Voting.—A plurality vote shall decide all questions.

Sec. 5. Result.—As provided in Chap. II, Art. 2, Sec. 4, of the Charter.

GENERAL ELECTION LAW

NORMAL SCHOOL

Section 1. Time.—The time for holding the general election, is as provided in the Charter, Chap. II, Art. 3, Sec. 1, from 12:15 to 4 P. M.

Sec. 2. Place.—The general election shall be held in the Normal gymnasium.

REGISTRATION AND INSPECTORS

Sec. 3. All citizens must register for voting before each election.

Sec. 4. Registration may be made during the two (2) school days preceding the general election between the hours of 9 A. M. and 3 P. M.

Sec. 5. The Inspectors of Election will take registrations in their respective wards. Each of the Inspectors of each ward shall keep a list of the names of those who register.

VOTING

Sec. 6. Only citizens who have registered previous to the election may vote. Each citizen shall cast but one vote.

Sec. 7. Inspectors shall have charge of voting, shall count the votes in their respective wards and shall submit a report of said election to the clerk who shall in turn submit the total return to the Principal and also post a copy of the same on the bulletin board.

Sec. 8. A copy of the official ballot may be seen by applying to the City Clerk. (The Australian form of ballot is used by this city).

Sec. 9. The arrangement of ballot boxes and voting booths shall be left to the mayor.

Sec. 10. No two voters shall be allowed to be in the same booth at the same time.

Sec. 11. On entering the booth the voter must mark his ballot according to the directions prescribed thereon and before leaving the booth he shall fold the ballot as it was when he received it.

Sec. 12. No voter shall be allowed to remain longer than three (3) minutes in a booth, nor shall any voter be allowed to use more than three (3) ballots in all. If a ballot is spoiled it must be returned to the Inspector.

Sec. 13. An erasure or any mark except as provided for on the ballot shall render the ballot void. Inspectors shall cast out all such ballots.

Sec. 14. The Inspectors shall be held accountable for the total number of ballots entrusted to them.

Sec. 15. The name of the voter as the said voter deposits his ballot shall be checked on the registration books of his ward by both Inspectors.

Sec. 16. Any person who shall violate any section of these laws shall be denied the privilege of voting.

* * * * *

CHAPTER XV

Charter

Many questions are involved in the construction of a School City charter. It is desirable to have it short and simple, and equally desirable to have it long enough to make clear what is to be done. In the State of New York, judges are elected by the people, but in Massachusetts they are appointed by the governor. The States vary in many such matters. It seems desirable to adapt the charter which I have written, to the laws and practices of the State in which it is to be used, as Hon. Simon Gratz, for many years president of the Board of Education of Philadelphia, has done for use in Philadelphia, and Judge Chapin and his son, the mayor of Holyoke, have done for Massachusetts.

Municipal reform seems to be in the air throughout the country. Present forms are subject to change everywhere, and for that reason, it may not be so necessary to change the charter to adapt it to any special local usages. The main thing is to have it constructed on reasonable ground and to teach good principles. Suggestions from anyone, to improve it for future editions will be thankfully received.

That the charter may not seem so formidable in size, I have cut out some paragraphs that have been printed as a part of it heretofore, such as a rather full statement of the object of the School City and means of attaining it, the principles of citizenship and explanation of proportional representation. These eliminated parts seem worth preserving and are printed herewith.

OBJECT OF THE SCHOOL CITY AND MEANS OF ATTAINING IT

The object of the School City is to teach citizenship by practical means and to raise its quality to the highest standard; to increase the happiness of student life; to add effectiveness to the teachers' work; to set forth in clear relief, before the teachers and students, that there is another object of education, greater than merely sharpening the wits and storing the mind with general information, which is that the individual while young shall be led to form the habit of acting toward others honestly and generously, to govern himself fearlessly and wisely always, and to use to the best educational and economic advantage, time, energy, tools and materials, for this is essential to best morals and best citizenship.

First. By engrafting into the character and habits of all its citizens that principle which is the necessary foundation of all successful popular government, that one should love his neighbor as himself, and do to others as he would have them do to him.

Second. By leading its citizens to more fully appreciate and utilize the benefits of education and other privileges of citizenship.

Third. By leading its citizens to use carefully and economically the books, supplies and other property entrusted to them, both for the public thrift, and that by means of a wholesome public spirit, their characters shall be guarded from that injury to which they are made liable by being made recipients of such free bounties.

Fourth. By training its citizens in the ordinary duties of citizenship.

Fifth. By affording instructors and students the opportunity and means to check every tendency toward wrong thinking such as results in profane and indecent language, hazing, bullying and other unmanly and cowardly conduct and forms of anarchy.

Sixth. By getting such good for the community as may be gained by enlisting the active co-operation of the students with the public authorities for various

purposes; such as preventing the littering of the streets, the defacing of public and private property, and improving the general health and the aesthetic conditions of homes and public places.

Seventh. By relieving instructors of the police duty of school government, that their undivided attention may be given to the work of instruction and inspiration, and thereby give them fuller opportunity to lead their students to the attainment of a higher scholarship and more noble character.

PRINCIPLES OF CITIZENSHIP

“Whatsoever ye would that men should do to you, do ye even so to them;” for this is the necessary foundation of all successful popular government.

All men are created with equal right to life, liberty and the pursuit of happiness.

Good character, truthfulness, cleanliness, industry, helpful kindness to all creatures, and civic intelligence are the basis of true citizenship.

The public, in assuming the education of children, becomes responsible to them not only for physical, industrial, mental and moral culture, but also for special training, to the end that they may be most happy, useful, patriotic, intelligent and faithful citizens while still children.

It is the duty of citizens to consecrate themselves to the service of their country, to study the history and principles of their government, to discharge faithfully all obligations of citizenship, to improve the laws and their administration, and to do all which may fulfill the ideal of the founders of their Republic—a government of the people, for the people and by the people, of equal rights for all and special privileges for none—and to the maintenance of such a government they should mutually pledge to one another their lives, their fortunes and their sacred honor.

They should endeavor to lead others to understand, accept and extend these principles and to uphold and defend the institutions of their country.

School City Charter

CHAPTER I

ARTICLE I—OBJECT

THE OBJECT of the School City is to teach morality and citizenship by practical means and to increase the happiness of student life and effectiveness of the teachers' work. [See fuller statement on page 69].

ARTICLE II—NAME AND TERRITORY

Section 1. The name of this School City shall be determined by vote of a majority of its citizens at the time they accept and ratify its Charter.

Sec. 2. The territory comprising the School City shall be the buildings and grounds of the School, and the authority of the School City shall extend wherever its citizens may happen to be.

ARTICLE III—WARDS

Section 1. The City shall be divided into as many wards and with such boundaries as shall be designated by the City Council.

ARTICLE IV—POWERS OF THE CITY

Section 1. The City shall be a body politic, with legislative, executive and judicial powers within the bounds and in harmony with the laws of the higher political powers, subject to the approval of the principal or superintendent, who is responsible to the State for the condition of the school.

Sec. 2. The City shall have the right to nominate its citizens to office and to elect them to be officers of its government.

ARTICLE V—DUTY OF THE CITY

Section 1. It shall be the duty of the City to maintain such order as is necessary for the best interests of the school and to secure justice to every citizen.

ARTICLE VI—CITIZENS, RIGHTS, ETC.

Section 1. Every person who is or who shall hereafter become a student of this school shall be a citizen of this School City.

Sec. 2. It is the right of all citizens to attend to their duties peaceably and unmolested, and to pursue their work without interruption in any manner.

ARTICLE VII—DUTIES OF CITIZENS

Section 1. It shall be the duty of every citizen to vote on every public question where there is opportunity; to use his judgment for the good of all when voting; to put forth his best endeavors in a legal way to secure for every citizen just treatment under all circumstances; to observe the laws and assist others to observe the same, and by every reasonable means promote the well-being of every citizen and the general good of the school and of the community in which it is located. [See "Principles," page 70].

CHAPTER II—OFFICERS, NOMINATIONS AND ELECTIONS

ARTICLE I—OFFICERS AND TERMS

Section 1. The officers of the City shall be a Mayor, City Clerk, President of the City Council, Treasurer, 11 Members of the City Council, Judge, Clerk of the Court, City Attorney and Sheriff. If the school has but two or three rooms, the number of members of the Council may be reduced to nine, seven or five, as may seem to be most convenient, or the number may be increased. If there should be too much court work for one Judge, others may be elected.

Sec. 2. The experience of the past hundred years in private and public business, has demonstrated that the more authority is divided, the less effective are the officers and more unsatisfactory is the business performed, therefore, the members of the City Council shall be elected by the people who will hold them responsible for the honest, economical and efficient conduct of the public business. All other officers named in this article shall be elected by the City Council, and

shall be removable at its pleasure, provided two-thirds of the members vote for such removal.

Sec. 3. The terms of all officers named in this article shall begin on the day following their election and continue for 10 weeks, or until their successors shall have been chosen, but no person shall hold two offices at the same time.

ARTICLE II—REPRESENTATION

Section 1. Members of the City Council shall be elected on one ticket for the entire city and not by wards or districts.

Sec. 2. Nominations may be by primary meeting and nominating convention, or by petition submitted to the City Clerk. A petition shall have at least ten signatures. Each petition shall present the names of as many candidates as the petitioners choose, less than the total number to be elected. The petition shall also add the name of an *election judge*.

Sec. 3. The City Clerk shall publish the list of candidates.

Sec. 4. Proportional representation is permitted, in which case the following directions should be used:

All the election judges of the different parties shall meet with the City Clerk as an election board. They shall count the votes and publish the results of the election as follows:

(1) They shall prepare a list of candidates and find the total number of votes cast for each candidate.

(2) They shall add together the votes of all the candidates on the same party ticket, in order to find the number of votes cast for each party.

(3) They shall add together the votes of all parties in order to find the total number of votes cast.

(4) They shall divide the total number of votes cast by the number of candidates to be elected. The result shall be known as the "ELECTORAL QUOTIENT."

(5) They shall then divide the vote of each party as ascertained above by the electoral quotient. The result shall indicate the number of candidates elected by each party. In case this division does not come

out even, the remaining candidate goes to the party having the highest remainder.

(6) The number of candidates to which a party is entitled, being determined as above, the successful candidates on a party ticket are the ones who have the largest number of votes on that ticket.

Sec. 5. Voting may be by *viva voce*, raising right hands, standing, written or printed ballots, white and colored beans or balls, or other means.

ARTICLE III—ELECTION

Section 1. A general election shall be held each tenth Tuesday, at which time the members of the City Council shall be voted for. The first election each school year shall be on the second Tuesday after the beginning of the first term.

CHAPTER III—LEGISLATIVE DEPARTMENT

ARTICLE I—POWER, MEMBERS, ETC.

Section 1. There shall be a City Council of five or more members, who shall make the laws of the city.

Sec. 2. The City Council shall elect one of their own members to serve as President of the City Council.

Sec. 3. A majority of all the members elected to the Council shall constitute a quorum.

Sec. 4. The City Council shall meet the first Thursday after the general election, at which time they shall elect all those officers provided for in Chapter II, Section 1, and they shall elect a Vice-Chairman, whose duty it shall be to act as President of the City Council when that officer is, for any reason, unable to perform the duties of his office. Special meetings of the City Council may be called by the President of the Council or at the written request of a majority of the members elected.

ARTICLE II—MAYORS AND EX-MAYORS IN COUNCIL

Section 1. The mayor and every ex-mayor of the city, as long as they remain citizens of the city, shall be entitled to a seat in the Council and to participate in discussions, but they shall not be entitled to a vote. Should this provision become burdensome, the City

Council may put such restrictions upon the privilege as it may deem advisable.

ARTICLE III—POWER OF COUNCIL, ETC.

Section 1. The City Council shall have the power to enact such ordinances and resolutions for the good of the citizens as shall not conflict with the higher authorities.

Sec. 2. Every legislative act of the City Council shall be by ordinance or resolution. No ordinance shall be passed except by a majority of all the members elected.

Sec. 3. Every ordinance or resolution shall, before it takes effect, be presented, duly certified, to the mayor for his approval. If he approves it, he shall sign it. If he disapproves it, he shall specify his objections thereto in writing and return it to the City Council within three days. If he does not return it with such disapproval within the time specified, it shall take effect as if he had approved it. In case of disapproval, the objections of the mayor shall be entered at large on the journal of the City Council; after two days and within ten days after its return, the Council shall proceed to reconsider and vote upon the same. If it shall be passed by at least two-thirds of all the members elected, it shall take effect.

Sec. 4. The City Council may at any time establish other departments not named in this instrument.

ARTICLE IV—THE INITIATIVE

Section 1. Any citizen may draft a proposed law or "bill" in the exact words in which he wishes it adopted. If ten per cent of the citizens sign a petition asking that this bill be submitted to a vote of the citizens, the City Clerk shall post a copy of the bill and shall give notice of an election to be held six school days later. The said petition shall name three citizens who shall act as a committee to see that the ballots are correctly counted. At this election voters who favor the bill shall vote "yes;" voters who oppose it shall vote "no." The City Clerk shall count the votes in the presence of a committee of three citizens as pro-

vided for above, and declare the result, as in other elections. If a majority is found in opposition it shall be rejected and no similar bill shall be again presented for three months.

ARTICLE V—THE REFERENDUM

Section 1. Every bill adopted by the City Council shall become a law and go into effect six school days after receiving the mayor's signature. As soon as it is signed by the mayor it shall be posted in a public place. If within four school days a petition signed by ten per cent of the voters shall be presented to the City Clerk, asking that such a law be submitted to a vote of the citizens, the City Clerk shall issue a notice of a special election to be held two school days later. The said petition shall name three citizens who shall act as a committee to see that the ballots are correctly counted. At this election voters who favor the law shall vote "yes;" voters who oppose it shall vote "no." The City Clerk, in the presence of a committee of three citizens as provided for above, shall count the votes and shall announce the result. If a majority votes "yes" the law shall go into effect. If a majority votes "no," the law shall have no effect.

CHAPTER IV—EXECUTIVE DEPARTMENT

ARTICLE I—MAYOR, ETC.

Section 1. The Mayor shall be the chief executive officer of the city. He may be re-elected, but not at three successive elections, each being for a full term.

Sec. 2. Whenever for any reason the Mayor shall be unable to perform the duties of his office, the President of the City Council shall act as Mayor.

ARTICLE II—DUTIES OF MAYOR

Section 1. It shall be the duty of the Mayor to communicate to the City Council at its regular meeting, a general statement of the government and improvement of the city.

Sec. 2. To recommend to the City Council all such measures as he may deem expedient.

Sec. 3. To keep himself informed of the doings of the several departments.

Sec. 4. To be vigilant and active in causing the ordinances of the city to be executed and enforced, and for that purpose he may call together for consultation and co-operation any or all of the heads of departments.

Sec. 5. To appoint commissioners and heads of departments except as is otherwise provided for in this charter.

Sec. 6. And generally to perform all such duties as may be prescribed for him by this act and the city ordinances.

ARTICLE III—DUTIES OF CITY CLERK

Section 1. The City Clerk shall take the minutes of the City Council, deliver ordinances passed by the Council to the Mayor, return them to the Council, certify to all ordinances passed and keep the papers and records of the city not kept by heads of departments.

CHAPTER V—ADMINISTRATIVE DEPARTMENTS*

ARTICLE I—NAMES AND HEADS OF DEPARTMENTS

Section 1. There shall be the following administrative departments:

1. Department of Order or Police
2. Military Department

* NOTE.—The following named departments are suggested for adoption by the City Council, as soon as practicable.

Department of Public Works.—The Commissioner of Public Works shall have charge of all public works and any duties provided by the City Council.

Department of Health.—The Health Commissioner shall have general charge of the sanitary conditions of the city and may devise and suggest plans to improve the same, including the dissemination of information pertaining to health.

Department of Finance.—The Finance Department shall have control of such financial concerns as may

Sec. 2. The head of each of these departments shall be one commissioner appointed by the mayor as hereinbefore provided. These commissioners shall hold office until their successors are chosen, unless removed by the mayor for cause.

ARTICLE II—DUTIES OF HEADS OF DEPARTMENTS

Section 1. It shall be the duty of the Police Commissioner to appoint, with approval of the Mayor and Council, one Chief of Police and as many more police officers and policemen as the City Council shall direct.

Sec. 2. The Commissioner of Military Affairs shall organize and direct the management of a military body, consistent with the size and character of the school, for physical and mental discipline and exercise. He shall not act as an officer of the military body. Appointments must be approved by Mayor and Council.

Sec. 3. The City Council may provide for the appointment by each commissioner of assistants and for their term of office; and for such additional duties for each commissioner as may seem consistent with the objects of his department.

Sec. 4. All heads of departments shall, at the expiration of their term of office, render a written report to the city, which report shall be delivered by the heads of the departments to the City Clerk.

be assigned to it by the City Council. The head of this Department shall be the treasurer of the city.

Fire Department.—The Fire Commissioner shall be the chief of the fire department and may organize the same as provided by the City Council.

Department of Parks.—The Park Commissioner shall have charge of the grounds and of the planting and care of vines, decorative plants and trees.

Department of Games and Recreations.—The Commissioner of Games and Recreations shall furnish, for the benefit of the citizens, rules and directions for the best games within his reach, avoiding all gambling games.

CHAPTER VI—JUDICIARY DEPARTMENT

ARTICLE I—COURTS

Section 1. The Judiciary Department of the city shall consist of one court, viz: the City Court. The principal of the school, without whose sanction no judgment may be carried into execution, should be present at every session of the court, not to dictate, but to advise.

Sec. 2. The City Court shall consist of one judge elected as hereinbefore provided. If there should be more business than practicable for one judge, as many more as may be necessary may be elected by the City Council.

ARTICLE II—DUTIES OF CITY JUDGES

Section 1. The judge, on the day following his election, shall determine the times and places of holding court. One session of court shall be held at least as often as once each week, if there are cases for trial.

ARTICLE III—JURISDICTION, POWER TO SUMMON, ETC.

Section 1. The Court shall have jurisdiction over all cases of violation of the laws and ordinances, made in accordance with this instrument.

Sec. 2. The Court shall have power to summon any accused person before it.

Sec. 3. If any accused person so demand, in the City Court, the judge presiding shall grant him a trial by jury. The jury lists and methods of drawing the same shall be determined by the City Council.

Sec. 4. No person shall be denied the right to have his interests defended by an attorney.

Sec. 5. It shall be the duty of the judge to pass sentence upon the accused as soon as he is found guilty and to discharge any accused person found innocent.

Sec. 6. No sentence shall be carried into execution until approved by the principal of the school.

Sec. 7. It shall be the duty of the judge to encourage brevity of speech and procedure and promptness of decision and action.

CHAPTER VII—SHERIFF AND ATTORNEY

ARTICLE I—SHERIFF

Section 1. It shall be the duty of the Sheriff to notify all persons whose duty it is to appear before a court, in a manner prescribed by the City Council, and to enforce the decrees of the court.

ARTICLE II—ATTORNEY

Section 1. The Attorney shall defend the interest of the city in all cases of law and equity, and shall also act as public prosecutor.

CHAPTER VIII—THE PRINCIPAL OF THE SCHOOL

Section 1. The Principal of the school has the right to attend all meetings of every nature, and take such part as he may think desirable. Every action of every part of the government is subject to his approval. He or a teacher representing him ought to be present at every session of the court.

CHAPTER IX—AMENDMENT AND RATIFICATION

Section 1. This instrument may be amended at any time by a three-fourths vote of all the members elected to the City Council; provided the amendment be ratified by a majority vote of those voting when referred to the city for that purpose, and approved by the Principal of the school, and the General Supervisor of Moral, Civic and Industrial Training.

Sec. 2. This Charter shall take effect when ratified by a majority of the votes cast, when referred to the city for the purpose of ratification, and approved by the Principal of the school and signed by the Mayor.

..... *Principal*

..... *Mayor*

Date....., 19 .

Fill in names and numbers for record to be preserved by the City Clerk.

School City

On the _____ day of _____ 190____
a mass meeting was held of the teachers and pupils of
_____ School No. _____ of
_____ State of _____
and this School City was organized by M _____
Our principal is M _____
We have _____ teachers,
_____ ladies and _____ gentlemen. We have
_____ pupils, _____ girls and _____ boys, who range in
age from _____ years to _____. Our school is a
_____ school and has _____ grades, from the
_____ to the _____ th, inclusive. There are _____ rooms
and each is a ward of our School City.

The ideas contained in Mr. Gill's Address to Pupils
on organizing a School City, contained in his book,
"School City Helps," were given by M _____
_____ to the pupils of this school,
who approved of them, and accepted the responsibilities
and privileges of citizenship, and pledged themselves
to abide by the laws and be faithful as citizens.

The code of laws recommended by Mr. Gill in his "School City Helps" was accepted by a general vote of the pupils.

If any changes or additions were made, which seldom if ever occurs at the organizing meeting, note them below.

The following named visitors were present :

The City Council met and elected the officers provided for in the charter, and ratified the appointments made by the Mayor.

The officers elected are as follows :

Mayor,

President of City Council,

City Clerk,

Treasurer,

Judge,

Clerk of Court,

Prosecuting Attorney,

Sheriff,

Record

Members of the City Council,

1st Ward,

2d,

3d,

4th,

5th,

6th,

7th,

8th,

9th,

10th,

11th,

12th,

13th,

14th,

15th,

16th,

17th,

18th,

19th,

20th,

The officers appointed are as follows :

Commissioner of Police

Commissioner of Health

Commissioner of Public Works

Commissioner of

Commissioner

Commissioner

Chief of Police

Captains of Police and Policemen

Write the whole list of Captains, in the numerical order of their wards, and then write the list of Policemen, four for each room or ward, in the same order; and then, if there is no further business to record, the Principal and City Clerk should sign it. Some safe place must be provided for keeping the records.

Fasten more paper into the book, if it is needed.



City Council
MINUTES OF MEETING

190

M

presided.

A quorum was present. The following named members were absent:

The minutes of the meeting contained in the Record of Organizarion are approved.

The following appointments made by the Mayor are approved;

These minutes were read and approved at the meeting which was held on the of 190

City Clerk.

Printed tickets are good, but not necessary. The following ticket was used at the New Paltz Normal School, Sept. 24, 1902. "x" marks the officers chosen.



TO VOTE FOR A CANDIDATE PUT AN (X) MARK IN THE SPACE AT LEFT OF THE CANDIDATE'S NAME. Vote for five (5) judges.

If you tear, deface, or wrongly mark your ballot, return it to the inspectors and procure another.

Fold the ballot as it was when received.

Mayor

Margaret O'Toole
x Wallace Kimball

Sheriff

x Esmond Childs
Homer N. Simpson

Treasurer

Beatrice E. Tandy
x Florence Wiley

City Attorney

Morgan E. Welsh
x Wm. D. Knight

Judges

Anna M. Gilchrest
x Edgar Sherman
Harriet G. Finch
Alpha Crouse
x Stephen Stilwell
Mary B. Warner
x Leslie Graham
x Frank Hutton
x Rowland Cookingham
x Margaurite Marquart

[The last two are ties.]

President of City Council

Bessie M. Boice
x Irving Perrine

Members of City Council

x Alpha Crouse
Arthur Smythe
x Homer Simpson
William Jameson
Effie Preston
x Bessie Boice
Susan Marple
x Ethel Fiero
x Myra Jackson
Florence White
x Laura F. Wilson
Kate Comstock
x E. Ruth Palmer
Rosa Weaver
x Verna Gause
Don Everett
x Margaret O'Toole
Alexander Fraser
x Maud Morris

Laws adopted at the organizing meeting are on pages 29, 30 and 31, and should be signed in the presence of the assembled school, on page 31, by the officers therein designated.

The Charter begins on page 71 and should be signed on page 80, as indicated.

Minutes of a meeting of the Council, which show how they may be written and signed, are on page 41 and pages 36 and 37.

Minutes of the court, see page 48.

Legal documents, see pages 47, 49 and 50.

Mayors' messages, see page 59.

Commissioners' reports, see pages 91 and 92.

The City Clerk and the Clerk of the Court should each be provided with a drawer or other safe place in which to keep his records. Each must have a separate book for his records.

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